



starting points in mathematics

2

blackline masters

Print + or -. Complete the number sentences.



How many birds
are there in all?

$$2 \bigcirc 1 = \underline{\quad}$$



How many birds
are left?

$$5 \bigcirc 2 = \underline{\quad}$$



How many rabbits
are left?

$$4 \bigcirc 1 = \underline{\quad}$$



How many rabbits
are there in all?

$$3 \bigcirc 3 = \underline{\quad}$$

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Blackline Masters for

**starting points
in mathematics**

Level 2

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To the Teacher

This book is designed for use with *Starting Points In Mathematics 2 Revised* and provides the following.

Reduced Blackline Master Sheets with Answers and Teacher's Notes	T2–T32
Contents of Blackline Master Sheets	T33–T34
Blackline Master Sheets	1–92

These materials provide opportunities for practice, extension, enrichment, and evaluation. The contents on pages T33 and T34 suggest the corresponding student text page after which each master sheet may be used. The relevant student text page number also appears at the top of each master sheet. It must be kept in mind, however, that the most appropriate time for use of each master sheet is best determined by the teacher for his or her particular class.


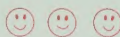
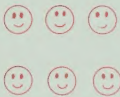


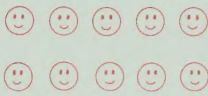
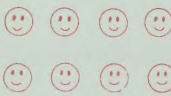
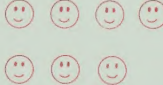
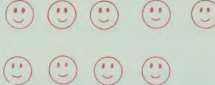
Master Sheets 85 to 92 are not keyed to particular student text pages. Suggestions for using these sheets are given on page T30.

Before assigning independent work, the teacher should make certain that the directions are understood by the children. When a page has been completed, the teacher and the children should discuss and correct the responses together. Better learning will occur if the correction can take place as soon as possible after the page is completed.

Name _____

SPM 2 Masters
Follows page 3 **1**

Draw ☺'s. Print the numeral.

two  2	three  3	zero 0
six  6	four  4	five  5
ten  10	eight  8	
seven  7	nine  9	

1 For the exercises on this sheet, the children read the number words *zero* to *nine*, draw the appropriate number of faces, and print the corresponding numeral.

2 This sheet reinforces sequence of the numbers to 10 and provides practice in recognizing and using the symbols for *is greater than* and *is less than*. In the last two exercises in each frame at the bottom of the sheet, the numbers in each pair are reversed and thus the symbol will also be reversed.

Some children may wish to color the picture after they complete the dot-to-dot sequence.

3 Addition facts are reviewed for sums to 9. When the children have finished, discuss the addends and sums for the first three rows. For example, in the first row, the first addend is always 4 and the second addend increases by 1 each time.

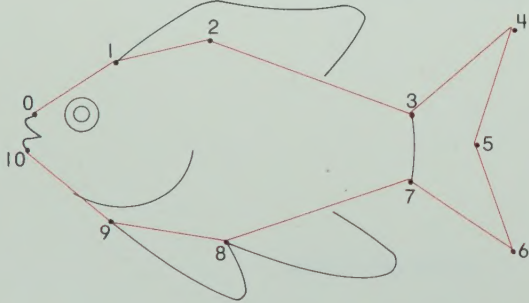
The second part of the sheet reviews the order property of addition. Some children may first add and then draw the matching lines whereas other children will draw the matching lines first and then add to check.

Name _____

SPM 2 Masters
Follows page 11 **2**

Complete.

0 1 2 3 4 5 6 7 8 9 10



Use > or <.

2 < 7	8 > 5	4 < 10
6 < 9	3 > 0	5 > 2
6 > 3	9 > 4	7 > 1
3 < 6	4 < 9	1 < 7

Name _____

SPM 2 Masters
Follows page 19 **3**

Add.

4 +0 4	4 +1 5	4 +2 6	4 +3 7	4 +4 8	4 +5 9
7 +2 9	6 +2 8	5 +2 7	4 +2 6	3 +2 5	2 +2 4
1 +1 2	2 +2 4	3 +3 6	3 +4 7	2 +5 7	1 +6 7

Add. Match.

2 + 1 = 3	5 + 3 = 8
3 + 5 = 8	5 + 4 = 9
4 + 2 = 6	2 + 3 = 5
6 + 3 = 9	1 + 2 = 3
3 + 2 = 5	8 + 0 = 8
4 + 5 = 9	3 + 6 = 9
0 + 8 = 8	2 + 4 = 6

4 This sheet provides practice in determining the value of a set of coins for amounts to 9¢. Discuss the two ways shown for representing amounts of 5¢ and 6¢. Have the children suggest other similar examples.

5 This sheet provides practice in addition for sums to 9. Begin by discussing which color is associated with each of the sums 3 to 9. Have the children color each crayon the appropriate color. Tell the children to complete all the sums before they begin to color inside the rectangles.

6 This sheet provides addition and subtraction practice for sums and minuends to 9. Because this is the first time the two operations appear on the same page, children should be cautioned to observe the + and - symbols. For every subtraction exercise in the first three rows, there is an addition exercise involving the same two numbers.





























Some children may notice a pattern in the last three rows of exercises: the answer obtained in one exercise is the same as the first number in the next exercise.

Name _____

SPM 2 Masters
Follows page 20

4

How much?

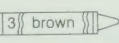
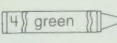
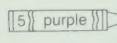
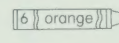
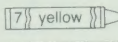
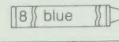
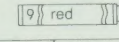
			
1 ¢	5 ¢	6 ¢	
			
3 ¢	7 ¢		
			
4 ¢			
			
8 ¢			
			
5 ¢			
			
9 ¢			
			
6 ¢			

Name _____

SPM 2 Masters
Follows page 24

5

Color.

			
			
7 + 1 = 8 blue	3 + 5 = 8 blue	5 + 3 = 8 blue	1 + 7 = 8 blue
yellow 6 + 1 = 7 4	brown 2 + 1 = 3 5	yellow 1 + 6 = 7 4	
yellow 2 + 5 = 7 9	red 0 + 3 = 3 9	red 5 + 2 = 7 9	
8 +1 9 red	3 +2 5 green	4 +3 7 green	0 +7 7 green
1 +4 5 purple	0 +5 5 purple	6 + 3 = 9 red	0 + 9 = 9 red
3 + 0 = 3 purple	1 + 2 = 3 purple	5 +0 5 purple	4 +1 5 purple
2 +6 8 blue	8 +0 8 blue	4 +4 8 blue	6 +2 8 blue
orange 4 + 2 = 6	orange 3 + 3 = 6	orange 6 + 0 = 6	orange 1 + 5 = 6

Name _____

SPM 2 Masters
Follows page 28

6















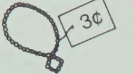













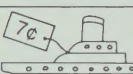













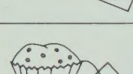






Add or subtract.

4 +2 6	4 -2 2	5 -3 2	5 +3 8	7 +2 9	7 -2 5
6 +1 7	6 -1 5	5 +4 9	5 -4 1	3 +3 6	3 -3 0
8 +0 8	8 -0 8	2 +2 4	2 -2 0	6 +3 9	6 -3 3
5 +2 7	7 -6 1	1 +4 5	5 -2 3	3 +6 9	9 -6 3
3 +2 5	5 -5 0	0 +8 8	8 -4 4	4 +3 7	7 -5 2
2 +4 6	6 -4 2	2 +6 8	8 -5 3	3 +1 4	4 -1 3

Name _____

SPM 2 Masters
Follows page 29 **7**

Buy. How much is left?

 4¢	     	0 ¢ left
 6¢	     	3 ¢ left
 3¢	     	2 ¢ left
 9¢	     	0 ¢ left
 7¢	     	2 ¢ left
 8¢	     	1 ¢ left
 4¢	     	5 ¢ left

7 Have the children mark ✓'s on the coins needed to "buy" each item. Then have them determine the value of the remaining coins and print the numeral. Some children may be able to print the subtraction sentence for each exercise, although it is not required at this time. Have them show the sentence without the ¢ symbol; for example, $5 - 4 = 1$ for the first exercise.

8 This sheet reinforces order of the numbers to 20 and recognition of the words for the numbers 11 to 20. The children must count backwards to complete the sequence in the last exercise.

9 The children are to print a number sentence to show how many dots there are in the first part of the set, how many there are in the second part of the set, and how many there are in all. Sums to 10 are involved.

You may wish to assign this sheet again to review the order property of addition. Have the children turn their sheets upside down to show the sets of dots in the opposite order. Have them write the corresponding addition sentences and compare their sentences with those obtained the first time.

Name _____

SPM 2 Masters
Follows page 31 **8**

Complete.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20									

Match.

fourteen	11	sixteen
eleven	12	thirteen
twelve	13	seventeen
fifteen	14	twenty
nineteen	15	eighteen
	16	
	17	
	18	
	19	
	20	







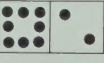

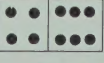
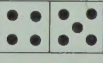
Complete.

12	13	14	15	16	17	18	19	20
16	15	14	13	12	11	10	9	8

Name _____

SPM 2 Masters
Follows page 30 **9**

Write a number sentence for each.

	
$3 + 2 = 5$	$4 + 3 = 7$
	
$2 + 4 = 6$	$5 + 5 = 10$
	
$6 + 3 = 9$	$3 + 5 = 8$
	
$8 + 2 = 10$	$2 + 0 = 2$
	
$4 + 6 = 10$	$4 + 5 = 9$

- 10** For the first part of the sheet, the children complete diagrams to find the missing addends. Some children may need to draw similar diagrams for the second part. When the children have finished, draw attention to the three addition exercises in vertical form at the bottom of the sheet. Ask why the three exercises give the same sum. Challenge the children to write other similar sets of exercises.

- 11** Encourage the children to discuss their results. For example, some children may have copied a diagram in the same position whereas others may have copied it in a different position on the four-by-four array of dots. Others may have drawn squares of different sizes or triangles of different shapes. Use copies of Master Sheet 88 for further practice. Suggestions are given on page T30.

Challenge the children to draw as many different shapes as they can on a three-by-three array of dots so that there is just one dot inside the shape.

- 12** Only one path is possible for the first maze. Have the children find the shortest path and one other path for the second maze. At the bottom of the sheet, the answer for one exercise is the same as the first number in the next exercise.

Name _____

SPM 2 Masters
Follows page 12 **10**

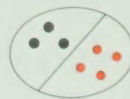
Draw dots to complete each set.
Complete the number sentences.



$$2 + 3 = 5$$



$$6 + 4 = 10$$



$$3 + 4 = 7$$

Complete the number sentences.

$$4 + 2 = 6$$

$$5 + 5 = 10$$

$$4 + 5 = 9$$

$$3 + 5 = 8$$

$$1 + 3 = 4$$

$$3 + 4 = 7$$

$$8 + 2 = 10$$

$$6 + 2 = 8$$

$$3 + 2 = 5$$

$$5 + 2 = 7$$

$$3 + 6 = 9$$

$$4 + 0 = 4$$

Add.

$$3 + 1 + 1 = 5$$

$$3 \quad 3 \quad 3$$

$$2 + 3 + 3 = 8$$

$$2 \quad 2 \quad 3$$

$$4 + 2 + 4 = 10$$

$$\begin{array}{r} +1 \\ 6 \end{array} \quad \begin{array}{r} +2 \\ 7 \end{array} \quad \begin{array}{r} +3 \\ 9 \end{array}$$

$$6 + 0 + 4 = 10$$

$$2 \quad 4 \quad 4$$

$$3 + 3 + 4 = 10$$

$$4 \quad 2 \quad 1$$

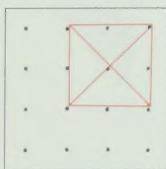
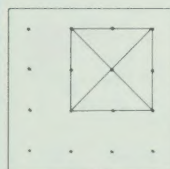
$$1 + 5 + 2 = 8$$

$$\begin{array}{r} +1 \\ 7 \end{array} \quad \begin{array}{r} +1 \\ 7 \end{array} \quad \begin{array}{r} +2 \\ 7 \end{array}$$

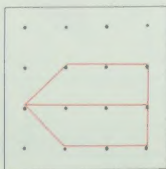
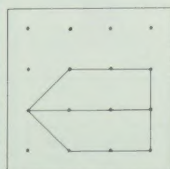
Name _____

SPM 2 Masters
Follows page 16 **11**
Answers will vary.

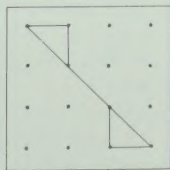
Copy.



Draw a circle.



Draw a rectangle.



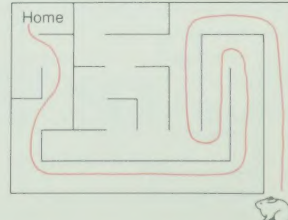
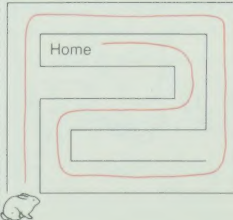
Draw a triangle.

Draw a square.

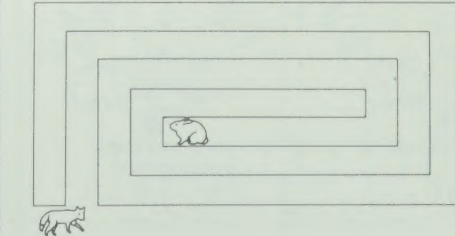
Name _____

SPM 2 Masters
Follows page 17 **12**

Find a way home.



Can the fox catch the rabbit?



Yes

No

Complete.

$$5 - 2 = 3$$

$$2 + 5 = 7$$

$$1 + 5 = 6$$

$$3 + 6 = 9$$

$$7 - 3 = 4$$

$$6 - 3 = 3$$

$$9 - 5 = 4$$

$$4 + 5 = 9$$

$$3 + 0 = 3$$

$$4 + 4 = 8$$

$$9 - 6 = 3$$

$$3 - 2 = 1$$

$$8 - 6 = 2$$

$$3 + 7 = 10$$

$$1 + 9 = 10$$

Name _____

SPM 2 Masters
Follows page 51 **13**

Draw dots to complete each set.
Complete the number sentences.



$$2 + 3 = 5$$



$$6 + 4 = 10$$



$$3 + 4 = 7$$

Complete the number sentences.

$$2 + 2 = 4 \quad 6 + 2 = 8 \quad 0 + 3 = 3$$

$$3 + 3 = 6 \quad 5 + 1 = 6 \quad 5 + 4 = 9$$

$$4 + 4 = 8 \quad 4 + 3 = 7 \quad 4 + 5 = 9$$

$$5 + 5 = 10 \quad 3 + 7 = 10 \quad 3 + 2 = 5$$

Add or subtract.

$$\begin{array}{r} 4 \\ +2 \\ \hline 6 \end{array} \quad \begin{array}{r} 6 \\ -5 \\ \hline 1 \end{array} \quad \begin{array}{r} 1 \\ +9 \\ \hline 10 \end{array} \quad \begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array} \quad \begin{array}{r} 3 \\ +5 \\ \hline 8 \end{array} \quad \begin{array}{r} 8 \\ -4 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 4 \\ +1 \\ \hline 5 \end{array} \quad \begin{array}{r} 5 \\ -3 \\ \hline 2 \end{array} \quad \begin{array}{r} 2 \\ +6 \\ \hline 8 \end{array} \quad \begin{array}{r} 8 \\ -5 \\ \hline 3 \end{array} \quad \begin{array}{r} 3 \\ +6 \\ \hline 9 \end{array} \quad \begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array} \quad \begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array} \quad \begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array} \quad \begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array} \quad \begin{array}{r} 2 \\ +7 \\ \hline 9 \end{array} \quad \begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$$

13 For the first part of the sheet, the children complete diagrams to find the missing addends. Some children may need to draw similar diagrams to help them complete the second part. For the three rows of exercises in vertical form, the answer for one exercise is the same as the first number in the next exercise.

14 For the exercises on this sheet, the children determine whether a given illustration suggests addition or subtraction. This is important for the development of problem-solving skills. With the assistance of the illustrations, the children learn to associate key words in a word problem with the operation of addition or subtraction.

Discuss the situation in each picture and have the children tell whether addition or subtraction is suggested. Before they complete the number sentence, have the children ring the key words in the question (in all, are left) to emphasize the related operation.

15 Discuss different ways that the square, the circle, and the rectangle can be marked to show halves.

Name _____

SPM 2 Masters
Follows page 51 **14**

Print + or -. Complete the number sentences.



How many birds are there in all?

$$2 + 1 = 3$$



How many birds are left?

$$5 - 2 = 3$$



How many rabbits are left?

$$4 - 1 = 3$$



How many rabbits are there in all?

$$3 + 3 = 6$$



How many mice are left?

$$10 - 3 = 7$$



How many mice are there in all?

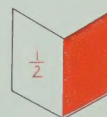
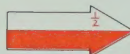
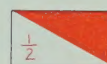
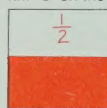
$$3 + 7 = 10$$

Name _____

SPM 2 Masters
Follows page 53 **15**

Mark and color one half of each shape.

Print $\frac{1}{2}$ on the other half.



Complete.

Whole set	Half of the set	Half of the set
● ● ● ● ● ●	6	● ● ● ● ● ● 3
● ●	2	● ● ● ● ● ● 1
● ● ● ● ● ● ● ●	10	● ● ● ● ● ● ● ● 5
● ● ● ●	4	● ● ● ● ● ● ● ● 2
● ● ● ● ● ● ● ●	8	● ● ● ● ● ● ● ● 4

- 16** Before the children ring groups of ten, you may wish to have them estimate how many tens they think there will be for each exercise. Use copies of Master Sheet 89 for further practice with tens and ones. Suggestions are given on page T30.

- 17** This sheet reviews related addition and subtraction facts for sums and minuends to 10. Each path in the second part of the sheet involves adding a number and then subtracting the same number. The first path, for example, suggests the related sentences $6 + 2 = 8$ and $8 - 2 = 6$. The first and last numbers in a path are the same.

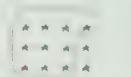
For the last part of the sheet, two solutions are possible for $3 \text{ } ____ 0 = 3$. Use copies of Master Sheet 85 for further practice with similar paths. Suggestions are given on page T30.

- 18** Addition and subtraction facts for sums and minuends to 10 are reviewed. Discuss the procedure for using a code. Remind the children to note the symbols $+$ and $-$ so that they will know whether to add or subtract. Some children may be interested to use the code to prepare similar exercises for other cities and towns.

Name _____

SPM 2 Masters
Follows page 59

Ring groups of ten. Show how many



1 ten 2 ones
12



1 ten 5 ones
15



2 tens 1 ones
21



1 tens 0 ones
10



4 tens 5 ones
45

Draw



1 ten 6 ones
16



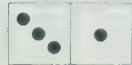
2 tens 3 ones
23

Name _____

SPM 2 Masters
Follows page 59

17

Complete the number sentences



$3 + 1 = ____$
 $4 - 1 = ____$

$1 + 3 = ____$
 $4 - 3 = ____$



$3 + ____ = ____$
 $7 - ____ = ____$

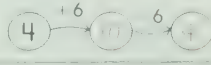
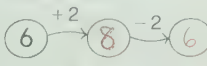
$4 + ____ = ____$
 $7 - ____ = ____$



$____ + 7 = ____$
 $10 - ____ = ____$

$____ + 3 = ____$
 $10 - ____ = ____$

Follow the path



Print - or

$5 + 3 = 8$
 $8 - 3 = 5$

$9 - 7 = 2$
 $2 + 7 = 9$

$4 - 3 = 1$
 $1 + 3 = 4$

$5 - 4 = 1$
 $1 + 4 = 5$

$4 + 6 = 10$
 $10 - 6 = 4$

$4 + 3 = 7$
 $7 - 3 = 4$

$5 + 4 = 9$
 $9 - 4 = 5$

$3 - 0 = 3$
 $3 - 3 = 0$

$10 - 5 = 5$
 $5 - 5 = 10$

Name _____

SPM 2 Masters
Follows page 59

18

Here is a code

Add or subtract to find out where each letter is going

L	G	I	E	M	N	R	D	A	T	O
0	1	2	3	4	5	6	7	8	9	10

2	9	1	5	9	4
+4	-6	+0	-3	-4	+4
6	3	1	2	5	8
R	E	G	I	N	A

4	6	8	3	2	10
4	4	3	4	8	5
8	10	5	7	10	5
R	E	G	I	N	A

9	3	3	8	10	9	10	3
-5	+7	-2	+1	-4	6	-2	3
4	10	1	9	6	13	8	6
R	E	G	I	N	A		

7	9	6	4	6	4	6	1
-4	2	-2	+6	-1	+5	+4	4
3	11	4	10	5	9	10	5
R	E	G	I	N	A		

10	5	3	1	7	3	10
1	+5	+3	+9	-2	+6	+0
11	8	6	10	5	9	10
R	E	G	I	N	A	

Name _____

SPM 2 Masters
Follows page 67

19

Read.

April	August	December	February
January	July	June	March
May	November	October	September

Complete and match.

January	the month after March
February	the sixth month
March	the first month
April	the month before August
May	the second month
June	the month between April and June
July	the month after February
August	the month before December
September	the last month of summer holidays
October	the month after November
November	the month of Halloween
December	the ninth month

Answers will vary • my favorite month

19 The names of the months are given in alphabetical order at the top of the sheet to help the children print the names for the matching activity. The matching activity provides review of ordinal numbers and the concepts *before*, *after*, and *between*. Ask the children why they chose a particular month as their favorite month.

20 This sheet provides practice using place value concepts for numbers to 99 and reading word names for numbers. Use copies of Master Sheet 89 for further practice. Suggestions are given on page T30.

21 For the word problems, the key words that indicate the required operation are “get on” (addition) and “get off” (subtraction). You may wish to have the children ring the key words in each problem and print the symbol for the related operation beside the words.

It would be beneficial to have the children act out the situations for these problems. They can be performed in sequence because at the end of the first problem and also at the beginning of the second problem, nine children are on the bus. The second and third problems and third and fourth problems are similarly related.

Name _____

SPM 2 Masters
Follows page 71

20

Complete.

twenty-four	24	2 tens 4 ones
fifty-nine	59	5 tens 9 ones
forty-seven	47	4 tens 7 ones
eighty-two	82	8 tens 2 ones
ninety-five	95	9 tens 5 ones
thirty-three	33	3 tens 3 ones
sixty-eight	68	6 tens 8 ones
forty-six	46	4 tens 6 ones
twenty	20	2 tens 0 ones
sixty-nine	69	6 tens 9 ones
eighty-one	81	8 tens 1 ones
thirty-five	35	3 tens 5 ones

Name _____

SPM 2 Masters
Follows page 73

21

Complete.

+	2	6	3	0	5	4	+	1	4	3	5	0	2
4	6	10	7	4	9	8	5	6	9	8	10	5	7
-	2	6	8	3	5	9	-	4	9	6	2	8	5
10	8	4	2	7	5	1	9	5	0	3	7	1	4

Write a number sentence. Show the answer.

7 children are on the bus.
2 more children get on.
How many children
are on the bus now?

$$7 + 2 = 9$$

9 children

9 children are on the bus.
5 children get off.
How many children
are on the bus now?

$$9 - 5 = 4$$

4 children

4 children are on the bus.
2 more children get on.
How many children
are on the bus now?

$$4 + 2 = 6$$

6 children

6 children are on the bus.
6 children get off.
How many children
are on the bus now?

$$6 - 6 = 0$$

0 children

- 22** Order of the numbers to 100 is reviewed. For numbers greater than 79, the last number in the row is also 79 and the children should not ring the numeral. Similarly, for numbers less than 90, the last number in the row is also 90.

If you wish, have the children ring the numbers greater than the first number and also check the numbers less than the first number for each of the six rows of exercises. The third row, for example, would show the following.

79 80 39 51 70 96 24 79
 ✓ ✓ ✓ ✓

- 23** This sheet provides practice in determining the value of a set of coins for amounts to 25¢. When the children have finished, ask them for the number of sets of coins shown that have the value 25¢. Have them draw coins for another way to show 25¢.

- 24** Time, to the hour and to the half-hour is reviewed on this sheet. You may wish to ask the children for the time shown on each clock at the top of the sheet, before they print the missing numerals.

Name _____

Show the numbers

Before		
29	30	31
45	46	47
70	71	72
98	99	100

Between		
17	18	19
26	27	28
59	60	61
80	81	82

After		
8	9	10
41	42	43
68	69	70
94	95	96

Ring the numbers greater than

37 19 40 52 34 73 90 38

52 61 25 70 95 46 88 57

79 80 39 51 70 96 24 79

Check the numbers less than

29 14 33 52 25 3 20 82

61 47 38 58 74 60 95 0





























90 66 7 58 83 99 92 90

Name _____

SPM 8 Masters
Followers page 77

23

How much?

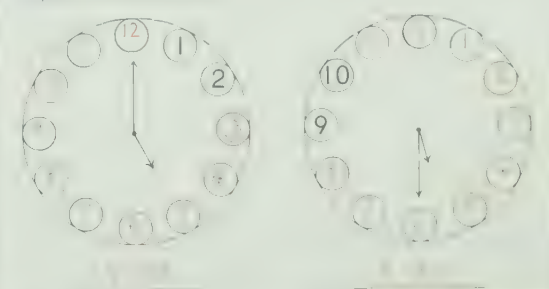
				_____ c
				_____ c
				_____ c
				_____ c
				_____ c
				_____ c
				_____ c

Name _____

SPM 8 Masters
Followers page 80

24

Complete What time is shown?



What time is shown?



Show the time



Name _____

SPM 2 Masters
Follows page 81

25

Count by ones.

9	10	11	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
37	38	39	<u>40</u>	<u>41</u>	<u>42</u>	<u>43</u>	<u>44</u>
85	86	87	<u>88</u>	<u>89</u>	<u>90</u>	<u>91</u>	<u>92</u>

Count by twos.

2	4	6	<u>8</u>	<u>10</u>	<u>12</u>	<u>14</u>	<u>16</u>
1	3	5	<u>7</u>	<u>9</u>	<u>11</u>	<u>13</u>	<u>15</u>

Count by fives.

5	10	15	<u>20</u>	<u>25</u>	<u>30</u>	<u>35</u>	<u>40</u>
25	30	35	<u>40</u>	<u>45</u>	<u>50</u>	<u>55</u>	<u>60</u>

Count by tens.

10	20	30	<u>40</u>	<u>50</u>	<u>60</u>	<u>70</u>	<u>80</u>
4	14	24	<u>34</u>	<u>44</u>	<u>54</u>	<u>64</u>	<u>74</u>
29	39	49	<u>59</u>	<u>69</u>	<u>79</u>	<u>89</u>	<u>99</u>

Complete.

6	8	10	<u>12</u>	<u>14</u>	<u>16</u>	<u>18</u>	<u>20</u>
21	22	23	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>
17	27	37	<u>47</u>	<u>57</u>	<u>67</u>	<u>77</u>	<u>87</u>
15	20	25	<u>30</u>	<u>35</u>	<u>40</u>	<u>45</u>	<u>50</u>

25 This sheet reinforces counting by ones, twos, fives, and tens. For the last set of exercises, the children must determine the pattern in order to complete the sequence.

26 For the first part of the sheet, discuss how an exercise can be corrected in more than one way. For example, $9 - 3 = 4$ can be corrected by changing the difference ($9 - 3 = 6$), by changing the minuend ($7 - 3 = 4$), or by changing the subtrahend ($9 - 5 = 4$).

The second part of the sheet reviews recognizing and continuing patterns. Have the children create patterns of their own on geopaper. Use copies of page T342 in the Teacher's Edition of the student text.

27 For the first part of the sheet, the children must determine whether addition or subtraction is required. Note that $4 \text{ } \underline{\quad} 0 = 4$ can be completed using either $+$ or $-$.

In the second part of the sheet, pairs of exercises in the first row show the same numbers with opposite operations. Pairs of exercises in the second row show the same addends in the opposite order. Pairs of exercises in the third row suggest related subtraction facts. Have the children write other similar pairs of exercises.

Name _____

SPM 2 Masters
Follows page 84

26

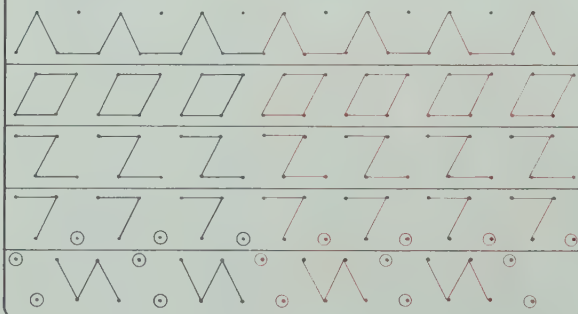
Find 9 mistakes. Correct them.

3	9	5	7	3	6
+2	-3	+4	-2	+7	+3
5 ✓	4 6	9 ✓	9 5	10 ✓	8 9

8	5	10	10	7	4
-7	+3	-6	-2	+2	+4
1 ✓	8 ✓	3 4	8 ✓	9 ✓	0 8

 $3 + 3 = \text{~~0~~ } 6$ $1 + 4 = 5 \checkmark$ $0 + 6 = \text{~~0~~ } 6$
 $5 - 1 = 4 \checkmark$ $9 - 8 = \text{~~2~~ } 1$ $10 - 5 = 5 \checkmark$
 $4 + 3 = \text{~~1~~ } 7$ $7 - 5 = 2 \checkmark$ $8 - 0 = 8 \checkmark$

Complete.



Name _____

SPM 2 Masters
Follows page 87

27

Print + or -.

$6 \ominus 2 = 4$

$7 \ominus 1 = 9$

$4 \oplus 3 = 7$

$6 \oplus 5 = 11$

$8 \oplus 2 = 10$

$9 \ominus 4 = 5$

$3 \ominus 3 = 0$

$6 \ominus 4 = 2$

$5 \oplus 5 = 10$

$11 \ominus 3 = 8$

$2 \oplus 7 = 9$

$7 \oplus 4 = 11$

$9 \ominus 2 = 11$

$5 \oplus 3 = 8$

$4 \oplus 0 = 4$

Complete.

4	4
+2	-2
<u>6</u>	<u>2</u>

5	5
+4	-4
<u>9</u>	<u>1</u>

6	6
+3	-3
<u>9</u>	<u>3</u>

6	6
+3	-3
<u>9</u>	<u>3</u>

2	6
+6	+2
<u>8</u>	<u>8</u>

3	8
+8	+3
<u>11</u>	<u>11</u>

6	4
+4	+6
<u>10</u>	<u>10</u>

4	4
+6	+4
<u>10</u>	<u>10</u>

9	9
-8	-1
<u>1</u>	<u>8</u>

11	11
-4	-7
<u>7</u>	<u>4</u>

10	10
-7	-3
<u>3</u>	<u>7</u>

10	10
-7	-3
<u>3</u>	<u>7</u>

4	3
2	0
+1	+5
<u>7</u>	<u>8</u>

2	2
4	4
+3	+4
<u>10</u>	<u>10</u>

4	4
4	4
+2	+4
<u>10</u>	<u>10</u>

2	2
4	4
+4	+4
<u>10</u>	<u>10</u>

28 To help the children solve word problems, have them ring the key words (in all, are left) and print the symbol for the indicated operation before they write the number sentence. The last problem requires writing an addition sentence with three addends.

29 This sheet highlights patterns involving addition and subtraction facts for sums and minuends to 13. After the children have finished, discuss the patterns observed.

30 For the first part of the sheet, the children write the addition sentence for the three squares that are shaded in the number strip.

For the second part, the children determine which three squares can be colored for a sum of 10. A process of trial and error will likely be used. Challenge them to find four possible addition sentences for the sum of 10. Each number can be used only once as an addend in a sentence. For example, the sentence $3 + 3 + 4 = 10$ is not a possible solution.

Name _____

SPM 2: Masters
Follows page 98

28


Write a number sentence for each problem.
Show the answer.

Bob had 6  s


He gave Pat 2  s


How many  s were left?

$$6 - 2 = 4$$

$$4 \text{  s}$$


Pat has 4  s


Bob has 7  s

How many  s in all?

$$4 + 7 = 11$$

$$11 \text{  s}$$


Bob saw 12  s


7  s flew away


How many  s were left?

$$12 - 7 = 5$$

$$5 \text{  s}$$


Pat had 10  s


She spent 6  s

How many  s were left?

$$10 - 6 = 4$$


$$4 \text{  s}$$


Pat saw 8  s


She saw 4 more  s


How many  s in all?


$$8 + 4 = 12$$

$$12 \text{  s}$$

Bob has 2  s

Pat has 2  s

Mike has 2  s

How many  s in all?

$$2 + 2 + 2 = 6$$

$$6 \text{  s}$$

Name _____

SPM 2: Masters
Follows page 98

29

Complete

$5 + 3 = 8$	$6 + 3 = 9$	$7 + 3 = 10$
$5 + 4 = 9$	$6 + 4 = 10$	$7 + 4 = 11$
$5 + 5 = 10$	$6 + 5 = 11$	$7 + 5 = 12$
$5 + 6 = 11$	$6 + 6 = 12$	$7 + 6 = 13$

$8 + 1 = 9$	$8 + 3 = 11$	$8 + 5 = 13$	$8 + 0 = 8$	$8 + 2 = 10$	$8 + 4 = 12$
$1 + 9 = 10$	$2 + 8 = 10$	$3 + 7 = 10$	$4 + 6 = 10$	$5 + 5 = 10$	$6 + 4 = 10$

$10 - 7 = 3$	$10 - 8 = 2$	$10 - 9 = 1$
$11 - 7 = 4$	$11 - 8 = 3$	$11 - 9 = 2$
$12 - 7 = 5$	$12 - 8 = 4$	$12 - 9 = 3$
$13 - 7 = 6$	$13 - 8 = 5$	$13 - 9 = 4$

$10 - 10 = 0$	$10 - 8 = 2$	$10 - 6 = 4$	$10 - 4 = 6$	$10 - 2 = 8$	$10 - 0 = 10$
$13 - 6 = 7$	$12 - 5 = 7$	$11 - 4 = 7$	$10 - 3 = 7$	$9 - 2 = 7$	$8 - 1 = 7$

Name _____

SPM 2: Masters
Follows page 98

30

Write the number sentence

$$1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8 \ 9$$

$$2 + 3 + 5 = 10$$

$$1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8 \ 9$$

$$1 + 4 + 6 = 11$$

$$1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8 \ 9$$

$$1 + 3 + 9 = 13$$

$$1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8 \ 9$$

$$2 + 3 + 3 = 8$$

$$1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8 \ 9$$

$$2 + 4 + 4 = 10$$

$$1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8 \ 9$$

$$2 + 4 + 6 = 12$$

$$1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8 \ 9$$

$$1 + 2 + 4 = 7$$

$$1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8 \ 9$$

$$2 + 4 + 8 = 14$$

Color three to show a sum of ten.
Find four ways.

Complete the number sentences

$$1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8 \ 9$$

$$1 + 2 + 7 = 10$$

$$1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8 \ 9$$

$$1 + 4 + 5 = 10$$

$$1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8 \ 9$$

$$1 + 3 + 6 = 10$$



$$1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8 \ 9$$

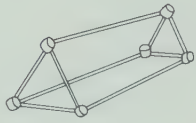
$$2 + 3 + 5 = 10$$

Name _____

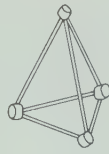
SPM 2 Masters
Follows page 101

31

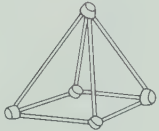
How many 's?
How many 's?



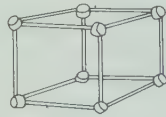
9 's
6 's



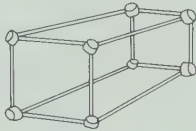
6 's
4 's



8 's
5 's



12 's
8 's



12 's
8 's

31 This sheet extends the study of three-dimensional shapes. Provide the children with straws (some cut in half) and Plasticine to construct the shapes shown on the sheet. This will prepare them for counting the edges and corners.

32 Discuss how the children are to complete the paths. Point out that if their work is correct, the number that starts the path also ends the path. This occurs because the total of the numbers to be added in the path is the same as the total of the numbers to be subtracted. For example, for the first path, the sequence is $+5, -7, +3, -2, +3, -6, +8, -4$, and the total for each operation is 19. Use copies of Master Sheet 85 for further practice with similar paths. Suggestions are given on page T30.

33 For the first part of the sheet, the children complete a pictograph for which each symbol represents just one child. For the second part, the children interpret a pictograph for which each symbol represents two children.

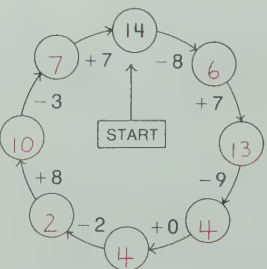
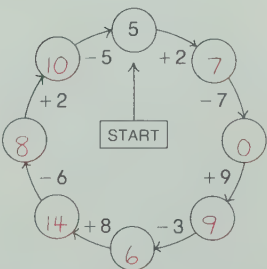
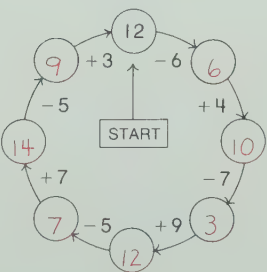
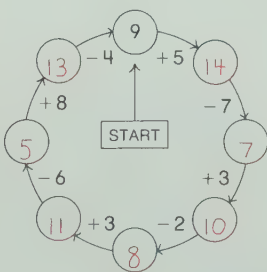
Question the children about the completed graphs. You may wish to have them prepare similar graphs about themselves.

Name _____

SPM 2 Masters
Follows page 104

32

Follow the path.














Name _____

SPM 2 Masters
Follows page 105

33

Complete.

Number of children in the family  means 1 child.		How many?
Marc		2
Chris		4
Tom		3
Ann		5
Jim		3

Where we eat lunch on school days  means 2 children.		How many?
At school		<u>10</u>
At home		<u>16</u>
At a friend's		<u>2</u>
Other		<u>4</u>

- 34** To solve the problems, the children must determine whether addition or subtraction is required. For subtraction, both "take away" and "comparison" situations are included.

To help children who have difficulty reading the problems, have them work with children who are capable readers, or record the problems on tape. Children who have difficulty determining the correct operation should draw diagrams or use counters to illustrate the situations. The children can help prepare a chart for display and reference to show key words that suggest addition or subtraction.

Addition +	Subtraction -
How many in all?	How many are left?
How many altogether?	How many more?
Find the sum.	How many fewer?

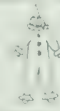
- 35** Part of a whole and part of a set are reviewed for the fractions one-half and one-fourth. Recognition of the symbols $\frac{1}{2}$ and $\frac{1}{4}$ is reinforced.

- 36** Time, to the hour, the half-hour, and in quarter-hours is reviewed. The first five clocks show the sequence of times at fifteen-minute intervals from two o'clock to three o'clock (2:00, 2:15, 2:30, 2:45, 3:00).

Name _____

Write the number sentence for each problem.
Show the answer

I see 9 tall clowns
I see 7 short clowns
How many clowns in all?



_____ clowns

I see 9 tall clowns
I see 7 short clowns
How many more clowns are tall?



$9 - 7 = 2$
_____ clowns

I see 14 ponies
8 ponies go away
How many ponies are left?



$14 - 8 = 6$
_____ ponies

I see 6 lions
I see 15 tigers
How many more tigers?



$15 - 6 = 9$
_____ tigers

I have 6 tickets
I get 5 more tickets
How many tickets in all?



$6 + 5 = 11$
_____ tickets

I have 11 tickets
I use 3 tickets
How many tickets are left?



$11 - 3 = 8$
_____ tickets

I see 12 balloons
3 balloons pop
How many balloons are left?



$12 - 3 = 9$
_____ balloons

7 balloons are red
2 balloons are green
How many more balloons are red?



$7 - 2 = 5$
_____ balloons

Name _____

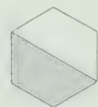
SPM 2 Masters
Follows page 14

35

What part is shaded? Ring the numeral



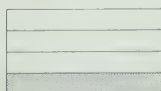
$\left(\frac{1}{2}\right)$ $\frac{1}{4}$



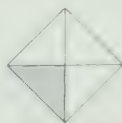
$\left(\frac{1}{2}\right)$ $\frac{1}{4}$



$\frac{1}{2}$ $\left(\frac{1}{4}\right)$



$\frac{1}{2}$ $\left(\frac{1}{4}\right)$



$\frac{1}{2}$ $\left(\frac{1}{4}\right)$



$\frac{1}{2}$ $\frac{1}{4}$



$\left(\frac{1}{2}\right)$ $\frac{1}{4}$



$\frac{1}{2}$ $\left(\frac{1}{4}\right)$



$\frac{1}{2}$ $\left(\frac{1}{4}\right)$



$\left(\frac{1}{2}\right)$ $\frac{1}{4}$



$\frac{1}{2}$ $\frac{1}{4}$



$\frac{1}{2}$ $\frac{1}{4}$

Name _____

SPM 2 Masters
Follows page 17

36

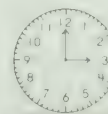
Write the time shown

























Name _____

SPM 2 Masters
Follows page 125

37

Show the number that is 1 greater.
Show the number that is 10 greater.

→ 1 greater

10 greater ←
17 18
2746 47
5623 24
3351 52
6188 89
9835 36
4574 75
8462 63
72

Add.

23	43	16	32	25	34
+31	+25	+20	+7	+24	+14
54	68	36	39	49	48
20	31	30	42	15	34
+69	+38	+40	+35	+70	+21
89	69	70	77	85	55
16	8	72	59	67	41
+13	+50	+21	+30	+21	+53
29	58	93	89	88	94
23	45	32	54	25	43
+45	+23	+54	+32	+43	+25
68	68	86	86	68	68

37 The Teacher's Edition of the student text shows a chart of the numbers to 100 on page T333. If necessary, provide the children with copies of the chart to help them complete the first part of this sheet.

The last row of addition exercises reviews the order property of addition. Discuss, for example, that the sums for $23 + 45$ and $45 + 23$ are equal. Each addition exercise in this row shows the four digits 2, 3, 4, and 5 in the addends and the two digits 6 and 8 in the sums, but their place values may differ.

38 The first set of exercises involves only addition and the second set, only subtraction. For each set, complete the first row of exercises with the children to ensure that they understand the procedure. Have the children draw a ring around each completed number sentence and cross out the unused numbers in each row. Challenge them to complete three sentences in each row except the last row in the addition set. For this row there are only two sentences, each having three addends.

39 When the children have finished, have them compare the first row of subtraction exercises with the first row of addition exercises on Master Sheet 37.

Name _____

SPM 2 Masters
Follows page 126

38

Show + and =.

3 + 4 = 7 8 + 5 = 13 ~~3 + 9 = 12~~ ~~8 + 8 = 16~~
~~5 + 4 = 10~~ 3 + 3 = 6 ~~8 + 8 = 16~~
 2 + 3 = 5 9 + 5 = 14 ~~6 + 3 = 9~~ ~~6 + 9 = 15~~
~~8 + 9 = 17~~ 7 + 4 = 11 ~~6 + 9 = 15~~
 6 + 5 = 11 0 + 8 = 8 5 + 5 = 10 ~~18 = 3~~
~~4 + 1 = 5~~ 5 + 7 = 12 2 + 9 = 11 ~~6 = 10~~
 1 + 1 + 1 = 3 ~~12~~ 2 + 2 + 2 = 6 ~~15~~

Show - and =.

~~9 - 3 = 6~~ 8 - 5 = 3 ~~14 - 7 = 7~~
 3 - 3 = 0 15 - 8 = 7 ~~18 - 9 = 9~~
 12 - 3 = 9 ~~16 - 9 = 7~~ 10 - 2 = 8 ~~8~~
~~8 - 4 = 4~~ 13 - 8 = 5 6 - 0 = 6 ~~0~~
~~3 - 2 = 1~~ 14 - 9 = 5 11 - 7 = 4 ~~4~~
 10 - 3 = 7 12 - 8 = 4 ~~7 - 5 = 2~~ ~~4~~
~~5 - 4 = 1~~ 17 - 9 = 8 12 - 6 = 6 ~~4~~

Name _____

SPM 2 Masters
Follows page 134

39

Show the number that is 1 less.
Show the number that is 10 less.

13 10 less 35
22 23 44 45 38 39 56 57
1 less ←
84 68 52 71
93 94 77 78 61 62 80 81

Subtract.

54	68	36	39	49	48
-31	-25	-20	-7	-24	-14
23	43	16	32	25	34
78	79	42	65	43	78
-31	-65	-32	-42	-43	-56
47	14	10	23	0	22
96	58	27	98	60	59
-65	-47	-15	-32	-30	-18
31	11	12	66	30	41
75	86	98	79	56	87
-43	-4	-25	-20	-51	-34
32	82	73	59	5	53

- 40** To solve these problems, the children will have to determine whether addition or subtraction is required. For subtraction, both "take away" and "comparison" situations are included.

For each problem, you may wish to have the children ring the key words that suggest the operation required, and then have them print the appropriate symbol in the frame to show the operation.

- 41** This sheet provides a review of fraction concepts for halves, thirds, fourths, and tenths. The third row of exercises demonstrates that when a whole is divided into a greater number of equal parts, the parts become smaller. Similarly, for the fourth row, there are fewer objects in each part of a set as the number of parts increases.

- 42** This sheet reviews place value and sequence for numbers to 199. For the first part of this sheet, pay particular attention to those exercises that show 0 tens or 0 ones.

Name _____

Complete

Jim had 66 stamps
He lost 12 stamps
How many are left?

54 stamps

Pat has 52c
She gets 35c
How much in all?

87 c

Ann has 41 stamps
She gets 28 stamps
How many in all?

69 stamps

I have 79c
I spend 43c
How much is left?

36 c

Mike has 85 stamps
Pat has 52 stamps
How many more has Mike?

33 stamps

I have 40c
I lose 10c
How much is left?

30 c

Jim has 44 stamps
Ann has 69 stamps
How many fewer has Jim?

25 stamps

I spend 36c
I spend 32c
How much in all?

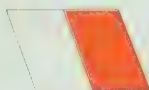
68 c

Name _____

SPM 2 Masters
Follows page 139

41

Color



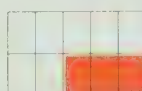
$\frac{1}{2}$



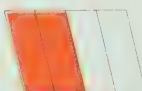
$\frac{3}{4}$



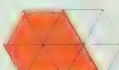
$\frac{2}{8}$



$\frac{3}{10}$



$\frac{2}{4}$



$\frac{7}{10}$



$\frac{1}{2}$



$\frac{2}{3}$



$\frac{1}{4}$



$\frac{2}{10}$



$\frac{3}{10}$



$\frac{4}{10}$

Name _____

SPM 2 Masters
Follows page 43

42

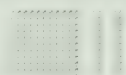
Complete



hundreds	tens	ones
1	2	1



hundreds	tens	ones
1	2	1



hundreds	tens	ones
1	2	1



hundreds	tens	ones
1	2	1

Count by ones.

147 148 149 150 151 152 153 154
163 164 165 166 167 168 169 170

Count by fives.

125 130 135 140 145 150 155 160
155 160 165 165 170 175 180 185

Count by tens.

120 130 140 150 160 170 180 190
127 137 147 157 167 177 187 197

Count by hundreds.

100 200 300 400 500 600 700 800

Name _____

SPM 2 Masters
Follows page 145

43

Add or subtract.

+	→	+	→	+	→
5	2	7	6	3	9
4	2	6	3	3	6
9	4	13	7	9	14

-	→	-	→	-	→
11	3	8	16	9	7
5	1	4	8	2	6
6	2	4	8	7	1

Print + or -.

$5 \oplus 3 = 8$	$4 \ominus 4 = 0$	$7 \oplus 6 = 13$
$4 \oplus 6 = 10$	$7 \oplus 7 = 14$	$9 \oplus 9 = 18$
$6 \oplus 4 = 10$	$16 \ominus 9 = 7$	$11 \ominus 9 = 2$
$8 \oplus 5 = 13$	$8 \ominus 5 = 3$	$12 \ominus 7 = 5$
$10 \ominus 7 = 3$	$8 \oplus 3 = 11$	$8 \oplus 7 = 15$
$6 \ominus 1 = 5$	$4 \oplus 4 = 8$	$17 \ominus 8 = 9$
$9 \oplus 3 = 12$	$13 \ominus 5 = 8$	$3 \div 0 = 3$

- 43 Remind the children that the number in the lower right corner of each square indicates whether their work is correct. Use copies of Master Sheet 86 to provide other similar exercises.

For the second half of the sheet, there are two ways to complete the last sentence, $3 \text{ --- } 0 = 3$.

- 44 Addition and subtraction with no regrouping are reviewed on this sheet. The first two rows emphasize the relationship between a basic fact and the corresponding fact for multiples of ten. The third row emphasizes the order property of addition. The fourth row presents pairs of related subtraction facts. The fifth row presents pairs of related addition and subtraction facts. For the exercises in the last row, the answers are equal. Encourage the children to write similar sets of exercises.

- 45 Provide the children with markers, and a regular die or a spinner for the numbers to 6. The children may or may not "buy" the object in a space where their marker lands. The player who has the least money at the end of the game without over-spending is the winner. Have the children write the subtraction sentences to keep track of their purchases and the amount left over.

Name _____

SPM 2 Masters
Follows page 147

44

Add or subtract.

6	60	3	30	2	20
+3	+30	+4	+40	+6	+60
9	90	7	70	8	80

9	90	7	70	8	80
-3	-30	-4	-40	-6	-60
6	60	3	30	2	20

25	13	40	46	53	23
+13	+25	+46	+40	+23	+53
38	38	86	86	76	76

49	49	69	69	82	82
-17	-32	-58	-11	-22	-60
32	17	11	58	60	22

84	53	96	42	13	44
-31	+31	-54	+54	+31	-31
53	84	42	96	44	13

Follow the pattern. Complete.

98	97	96	95	94	93
-46	-45	-44	-43	-42	-41
52	52	52	52	52	52

Name _____

SPM 2 Masters
Follows page 148

45

Play the game with a partner.
Pretend you have 18¢ to spend.

Use a or and a marker.

SIDEWALK SALE			
2¢	3¢	5¢	4¢
			3¢
2¢	4¢	6¢	4¢
SOLD OUT!			
3¢	2¢	3¢	2¢
			SOLD OUT!
2¢	2¢	1¢	4¢

Who has less money left,
you or your partner?

46 Complete the first exercise with the children to ensure that they understand the procedure. Use copies of Master Sheets 89 and 90 to provide further practice regrouping 10 ones as 1 more ten. Suggestions are given on page T30.

47 Basic addition facts are reviewed in preparation for addition with regrouping. Use copies of Master Sheet 87 to provide further practice with basic addition facts. Suggestions are given on page T30.

48 Practice in addition with regrouping is provided on this sheet. A gradual approach is offered in that all the exercises in the first row involve a sum of 10 in the ones' place. Similarly, the exercises in the second row involve a sum of 12 in the ones' place. Other similar exercises may be given on copies of Master Sheet 91. Suggestions are provided on page T30. Note that it will be necessary to print the + symbol for each exercise.

Name _____

Ring 10 ones Complete

tens	ones
3	2
2 tens	12 ones

tens	ones
4	5
3 tens	15 ones

tens	ones
5	8
4 tens	18 ones

tens	ones
7	1
6 tens	11 ones

tens	ones
6	4
5 tens	14 ones

tens	ones
2	7
1 ten	17 ones

tens	ones
8	3
7 tens	13 ones

tens	ones
3	0
2 tens	10 ones

tens	ones
6	6
5 tens	16 ones

tens	ones
9	5
8 tens	15 ones

Name _____

SPM 3 Masters
Follows page 155

47

Complete.

	8	6	9	7	5
+	4	2	0	3	1

	3	9	6	8	5
+	5	1	1	1	1

	0	3	5	2	8	1	4	7	6	9
+	9	9	2	4	1	7	10	13	16	18

	8	4	7	6	9
+	6	4	10	13	12

	2	4	8	7	9
+	3	5	7	11	10

	4	7	0	3	6	8	5	9	2	1
+	8	12	15	8	11	14	16	13	17	10

	3	2	6	0	9	5	1	8	4	7
+	7	10	9	13	7	16	12	8	15	11

Name _____

SPM 3 Masters
Follows page 155

48

Complete

tens	ones	tens	ones	tens	ones	tens	ones
1	5	3	3	3	9	5	6
+	1	5	+	1	7	+	2
4	0	5	0	6	0	7	0
tens	ones	tens	ones	tens	ones	tens	ones
1	7	1	3	3	8	2	6
+	1	5	+	2	9	+	3
3	2	4	2	7	1	5	2
tens	ones	tens	ones	tens	ones	tens	ones
4	7	1	9	3	8	3	8
+	2	6	+	5	5	+	4
7	3	7	4	8	3	7	3
tens	ones	tens	ones	tens	ones	tens	ones
2	9	1	6	2	5	4	9
+	6	9	+	7	9	+	3
8	8	8	5	5	7	7	2
tens	ones	tens	ones	tens	ones	tens	ones
3	2	1	4	2	9	4	8
+	1	8	+	1	7	+	5
5	0	2	1	6	7	9	3

Name _____

SPM 2 Masters
Follows page 160

49

Complete.

$$\begin{array}{r} 9 \\ + 6 \\ \hline 15 \end{array} \quad \begin{array}{r} 15 \\ + 7 \\ \hline 22 \end{array} \quad \begin{array}{r} 22 \\ + 8 \\ \hline 30 \end{array} \quad \begin{array}{r} 30 \\ + 9 \\ \hline 39 \end{array} \quad \begin{array}{r} 39 \\ + 10 \\ \hline 49 \end{array}$$

$$\begin{array}{r} 14 \\ + 15 \\ \hline 29 \end{array} \quad \begin{array}{r} 29 \\ + 16 \\ \hline 45 \end{array} \quad \begin{array}{r} 45 \\ + 17 \\ \hline 62 \end{array} \quad \begin{array}{r} 62 \\ + 18 \\ \hline 80 \end{array} \quad \begin{array}{r} 80 \\ + 19 \\ \hline 99 \end{array}$$

$$\begin{array}{r} 3 \\ + 15 \\ \hline 18 \end{array} \quad \begin{array}{r} 18 \\ + 16 \\ \hline 34 \end{array} \quad \begin{array}{r} 34 \\ + 17 \\ \hline 51 \end{array} \quad \begin{array}{r} 51 \\ + 18 \\ \hline 69 \end{array} \quad \begin{array}{r} 69 \\ + 19 \\ \hline 88 \end{array}$$

Add.

$$\begin{array}{r} 37 \\ + 3 \\ \hline 40 \end{array} \quad \begin{array}{r} 29 \\ + 1 \\ \hline 30 \end{array} \quad \begin{array}{r} 46 \\ + 4 \\ \hline 50 \end{array} \quad \begin{array}{r} 52 \\ + 8 \\ \hline 60 \end{array} \quad \begin{array}{r} 85 \\ + 5 \\ \hline 90 \end{array}$$

$$\begin{array}{r} 26 \\ + 9 \\ \hline 35 \end{array} \quad \begin{array}{r} 49 \\ + 7 \\ \hline 56 \end{array} \quad \begin{array}{r} 38 \\ + 8 \\ \hline 46 \end{array} \quad \begin{array}{r} 64 \\ + 9 \\ \hline 73 \end{array} \quad \begin{array}{r} 77 \\ + 7 \\ \hline 84 \end{array}$$

$$\begin{array}{r} 14 \\ + 37 \\ \hline 51 \end{array} \quad \begin{array}{r} 25 \\ + 56 \\ \hline 81 \end{array} \quad \begin{array}{r} 63 \\ + 29 \\ \hline 92 \end{array} \quad \begin{array}{r} 39 \\ + 39 \\ \hline 78 \end{array} \quad \begin{array}{r} 46 \\ + 46 \\ \hline 92 \end{array}$$

49 The children encounter addition with and without regrouping. Discuss that the exercise chains enable the children to check their own work. Some children may be able to write similar chains of their own.

For the second part of the sheet, ask the children to describe the way in which exercises in the first row are similar. Use copies of Master Sheet 92 for further practice. Suggestions are given on page T30.

50 The children will use a trial and error approach to complete the addition sentences. For the first sentence, have the children color the card for 1 and the two cards for 3, and trace over the dotted numerals to complete the sentence. Then have them find a different set of cards for the same sum, 7, color the appropriate cards, and complete the addition sentence. Emphasize that for the sum indicated in each row, two different sentences are required. You may wish to have the children generate similar sentences by using appropriate cards from a regular deck of playing cards.

51 Before assigning these problems, refer to the comments for Master Sheet 40 on page T15.

Name _____

SPM 2 Masters
Follows page 163

50

Color three cards for the sum.
Complete the number sequence.

Show another way.

$$1 + 3 + 3 = 7$$

$$1 + 2 + 4 = 7$$

$$1 + 4 + 4 = 9$$

$$2 + 3 + 4 = 9$$

$$3 + 4 + 5 = 12$$

$$2 + 4 + 6 = 12$$

$$3 + 5 + 6 = 14$$

$$4 + 5 + 5 = 14$$

$$2 + 6 + 7 = 15$$

$$3 + 5 + 7 = 15$$

$$3 + 7 + 8 = 18$$

$$2 + 8 + 8 = 18$$

Name _____

SPM 2 Masters
Follows page 165

51

Solve each problem.
Show your work.

58 blocks are red.
26 blocks are blue.
How many blocks
are there in all?

84 blocks

$$\begin{array}{r} 58 \\ + 26 \\ \hline 84 \end{array}$$

58 blocks are red.
26 blocks are blue.
How many more blocks
are red?

32 blocks

$$\begin{array}{r} 58 \\ - 26 \\ \hline 32 \end{array}$$

I have 39 books.
You have 24 books.
How many more books
have I?

15 books

$$\begin{array}{r} 39 \\ - 24 \\ \hline 15 \end{array}$$

I have 39 books.
You have 24 books.
How many books
do we have together?

63 books

$$\begin{array}{r} 39 \\ + 24 \\ \hline 63 \end{array}$$

I bake 48 cookies.
I sell 35 cookies.
How many cookies
are left?

13 cookies

$$\begin{array}{r} 48 \\ - 35 \\ \hline 13 \end{array}$$

I have 13 cookies.
I bake 58 cookies.
How many cookies
do I have now?

71 cookies

$$\begin{array}{r} 13 \\ + 58 \\ \hline 71 \end{array}$$

- 52** Estimating depends on familiarity with the unit being used; therefore you may prefer to delay assigning this sheet in order to provide more practice with measuring in centimetres.

Estimating and measuring the lengths will have to be performed in two or more steps for the last four exercises. Have the children mark the number of centimetres along each length as it is measured, and then add to find the total length.

- 53** For the first part of this sheet, the children may choose to "buy" any two items or two of the same item for each exercise. Have them print the letter and the numeral for the price of each purchase.

For the second part, all exercises except the last one involve errors in computation. Do not give assistance with the last exercise. Rather, let the children consider the problem over an extended period of time, assuring them that there is, indeed, an error. It may be corrected by changing A to B, or by changing the 49¢ price to 26¢ and finding the new sum.

- 54** Use copies of Master Sheets 89 and 90 for further practice regrouping 1 ten as 10 more ones. Suggestions are given on page T30.

Name _____

Estimate the length of each snake in centimetres
Then measure to check



Estimate _____ cm

Measurement 8 cm



Estimate _____ cm

Measurement 5 cm



Estimate _____ cm

Measurement 6 cm



Estimate _____ cm

Measurement 11 cm



Estimate _____ cm

Measurement 21 cm



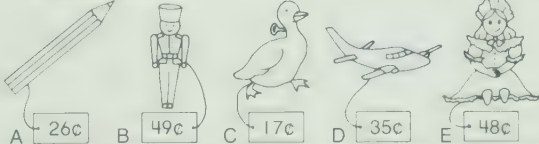
Estimate _____ cm

Measurement 14 cm

Name _____

SPM 2 Masters
Follows page 170 **53**

Choose two each time
How much do you pay?



$\begin{array}{r} 26 \\ + 49 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ + 35 \\ \hline \end{array}$	$\begin{array}{r} 48 \\ + 26 \\ \hline \end{array}$
$\begin{array}{r} 26 \\ + 17 \\ \hline \end{array}$	$\begin{array}{r} 49 \\ + 35 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ + 48 \\ \hline \end{array}$
$\begin{array}{r} 26 \\ + 48 \\ \hline \end{array}$	$\begin{array}{r} 49 \\ + 17 \\ \hline \end{array}$	$\begin{array}{r} 35 \\ + 48 \\ \hline \end{array}$

Find the mistakes. Correct them.

$\begin{array}{r} C \ 17¢ \\ + 17¢ \\ \hline 24¢ \end{array}$	$\begin{array}{r} E \ 48¢ \\ + 17¢ \\ \hline 51¢ \end{array}$	$\begin{array}{r} E \ 48¢ \\ + 35¢ \\ \hline 13¢ \end{array}$
---	---	---

$\begin{array}{r} B \ 49¢ \\ + 17¢ \\ \hline 65¢ \end{array}$	$\begin{array}{r} D \ 35¢ \\ + 49¢ \\ \hline 97¢ \end{array}$	$\begin{array}{r} C \ 17¢ \\ + 48¢ \\ \hline 66¢ \end{array}$
---	---	---

Another solution is

Name _____

SPM 2 Masters
Follows page 170 **54**

Regroup one ten to show more ones

2 tens 3 ones **23**

1 tens 10 ones

2 tens 4 ones **44**

1 tens 14 ones

5 tens 6 ones **56**

4 tens 16 ones

6 tens 8 ones **68**

5 tens 18 ones

Name _____

SPM 2 Masters
Follows page 178 **55**

Complete.

- 6 9 7 8 5 14 8 5 7 6 9	- 9 7 8 6 15 6 8 7 9
- 3 7 1 6 4 2 5 9 8 10 7 3 9 4 6 8 5 1 2	- 9 18 9
- 8 4 9 3 7 6 13 5 9 4 10 6 7	- 7 8 9 16 9 8 7
- 9 8 17 8 9	- 9 3 8 4 7 5 6 12 3 9 4 8 5 7 6
- 9 8 7 6 5 4 3 2 11 2 3 4 5 6 7 8 9	

55 Basic subtraction facts are reviewed in preparation for subtraction with regrouping. You may wish to discuss the patterns for cars in the last three rows.

Use copies of Master Sheet 86 and have the children show different names for a number on the first part of the sheet. Suggestions are given on page T30.

56 This sheet provides practice in subtraction with regrouping. A gradual approach is offered in that all exercises in the first row show a multiple of ten as the first number. Similarly, in the second row, the first number in each exercise shows 2 ones.

Use copies of Master Sheet 91 for further practice. Suggestions are given on page T30. It will be necessary to print the - symbol for each exercise.

57 This sheet reinforces estimating and then measuring mass and capacity. You may wish to assign the two parts of the sheet at different times.

For the first part of this sheet, the children will require scales for measuring the mass of the objects and for measuring their own mass in kilograms. For measuring capacity in litres, the children will require a one-litre container.

Name _____

SPM 2 Masters
Follows page 180 **56**

Complete.

tens ones 3 10 4 0 -1 5 2 5	tens ones 3 10 4 0 -1 7 2 3	tens ones 4 10 5 0 -2 1 2 9	tens ones 4 10 5 0 -2 4 2 6
tens ones 5 12 6 2 -4 7 1 5	tens ones 7 12 8 2 -3 5 4 7	tens ones 2 12 3 2 -1 9 1 3	tens ones 8 12 9 2 -4 6 4 6
tens ones 5 11 6 1 -3 9 2 2	tens ones 7 13 8 3 -2 8 5 5	tens ones 6 15 7 5 -4 7 2 8	tens ones 2 13 3 8 -1 9 1 9
tens ones 3 16 4 6 -2 8 1 8	tens ones 6 14 7 4 -3 6 3 8	tens ones 4 14 5 4 -2 5 2 9	tens ones 8 11 9 1 -8 3 8
tens ones 5 12 6 2 -2 4 3 8	tens ones 6 11 7 1 -1 6 5 5	tens ones 4 13 5 3 -3 7 1 6	tens ones 7 17 8 7 -5 8 2 9

Name _____

SPM 2 Masters
Follows page 184 **57**

Estimate how many kilograms for each mass. *Answers will vary.*
Measure to check.



Estimate	Measurement
about ____ kg	about ____ kg
about ____ kg	about ____ kg
about ____ kg	about ____ kg
about ____ kg	about ____ kg

Estimate how many litres will fill each. *Answers will vary.*
Measure to check.



Estimate	Measurement
about ____ L	about ____ L
about ____ L	about ____ L
about ____ L	about ____ L
about ____ L	about ____ L

- 58** The children encounter subtraction with and without regrouping. Some children may be able to write subtraction chains similar to those on this sheet. The last exercise in each chain will help the children to check their work.

Use copies of Master Sheet 91 for practice in addition and subtraction with and without regrouping. Suggestions are given on page T30.

- 59** For the first part of the sheet, have the children draw lines to help them determine the number of square units inside each shape. Discuss the results; for example, there are four square units inside each shape in the first row, and six square units inside each shape in the second row.

For the second part, the children are to draw different shapes having five square units inside. Some children may need to first explore the problem by using gummed square shapes, or a geoboard and rubber bands, and copying the results on the sheet. Twelve different shapes are possible.

- 60** Before assigning these problems, refer to the comments for Master Sheet 40 on page T15.

Name _____

Complete

$$\begin{array}{r} 3 \text{ } 10 \\ 40 \\ - 5 \\ \hline 35 \end{array} \quad \begin{array}{r} 2 \text{ } 5 \\ 29 \\ - 6 \\ \hline 23 \end{array} \quad \begin{array}{r} 1 \text{ } 12 \\ 22 \\ - 7 \\ \hline 15 \end{array} \quad \begin{array}{r} 1 \text{ } 12 \\ 22 \\ - 8 \\ \hline 14 \end{array} \quad \begin{array}{r} 1 \text{ } 12 \\ 22 \\ - 9 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 92 \\ - 19 \\ \hline 73 \end{array} \quad \begin{array}{r} 6 \text{ } 13 \\ 55 \\ - 18 \\ \hline 37 \end{array} \quad \begin{array}{r} 4 \text{ } 15 \\ 38 \\ - 17 \\ \hline 21 \end{array} \quad \begin{array}{r} 1 \text{ } 12 \\ 22 \\ - 16 \\ \hline 6 \end{array} \quad \begin{array}{r} 1 \text{ } 12 \\ 22 \\ - 15 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 93 \\ - 14 \\ \hline 79 \end{array} \quad \begin{array}{r} 1 \text{ } 12 \\ 22 \\ - 15 \\ \hline 7 \end{array} \quad \begin{array}{r} 5 \text{ } 15 \\ 48 \\ - 16 \\ \hline 32 \end{array} \quad \begin{array}{r} 4 \text{ } 15 \\ 31 \\ - 17 \\ \hline 14 \end{array} \quad \begin{array}{r} 2 \text{ } 12 \\ 22 \\ - 18 \\ \hline 4 \end{array}$$

Subtract

$$\begin{array}{r} 43 \\ - 38 \\ \hline 5 \end{array} \quad \begin{array}{r} 60 \\ - 25 \\ \hline 35 \end{array} \quad \begin{array}{r} 74 \\ - 56 \\ \hline 18 \end{array} \quad \begin{array}{r} 82 \\ - 35 \\ \hline 47 \end{array} \quad \begin{array}{r} 91 \\ - 23 \\ \hline 68 \end{array}$$

$$\begin{array}{r} 52 \\ - 17 \\ \hline 35 \end{array} \quad \begin{array}{r} 37 \\ - 9 \\ \hline 28 \end{array} \quad \begin{array}{r} 41 \\ - 15 \\ \hline 26 \end{array} \quad \begin{array}{r} 33 \\ - 29 \\ \hline 4 \end{array} \quad \begin{array}{r} 80 \\ - 47 \\ \hline 33 \end{array}$$

$$\begin{array}{r} 55 \\ - 29 \\ \hline 26 \end{array} \quad \begin{array}{r} 96 \\ - 58 \\ \hline 38 \end{array} \quad \begin{array}{r} 68 \\ - 19 \\ \hline 49 \end{array} \quad \begin{array}{r} 85 \\ - 28 \\ \hline 57 \end{array} \quad \begin{array}{r} 74 \\ - 35 \\ \hline 39 \end{array}$$

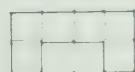
Name _____

SPM 2 Masters
Follows page 191

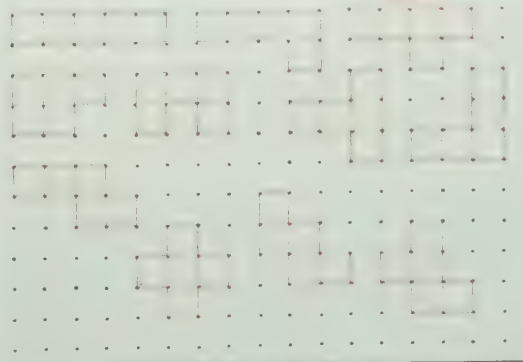
59

How many square units are inside each shape?





Draw different shapes having 5 square units inside.



Name _____

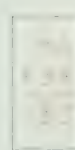
SPM 2 Masters
Follows page 192

60

Solve each problem.
Show your work.

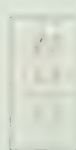
I bake 46 cookies.
You bake 34 cookies.
How many cookies
do we bake in all?

80 cookies



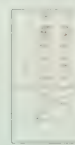
We bake 80 cookies.
We sell 68 cookies.
How many cookies
are left?

12 cookies



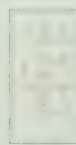
You wash 53 dishes.
I wash 28 dishes.
How many more dishes
do you wash?

25 dishes



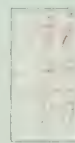
You earn 55c.
I earn 25c.
How much do we earn
together?

80 c



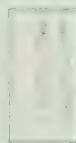
I have 78c.
I spend 49c.
How much
do I have now?

29 c



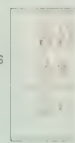
You have 85c.
You spend 27c.
How much
do you have now?

58 c



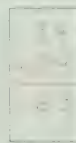
I buy 60 marbles.
You buy 34 marbles.
How many more marbles
do I buy?

26 marbles



You have 34 marbles.
You win 29 marbles.
How many marbles
do you have now?

63 marbles

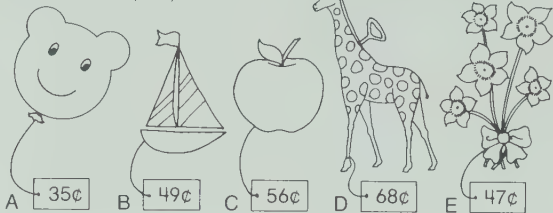


Name _____

SPM 2 Masters
Follows page 194

61

Buy one each time.
How much money do you have left?



I have 72 ¢.

I buy C for 56 ¢.

I have ¢ left.

Answers will vary

I have 81 ¢.

I buy _____ for _____ ¢.

I have _____ ¢ left.

I have 93 ¢.

I buy _____ for _____ ¢.

I have _____ ¢ left.

I have 90 ¢.

I buy _____ for _____ ¢.

I have _____ ¢ left.

Find the mistakes. Correct them.

I have 60¢.
I buy B for 49¢.
I have 21¢ left.

I have 91¢.
I buy D for 68¢.
I have 37¢ left.

I have 85¢.
I buy E for 56¢.
I have 29¢ left.

I have 52¢.
I buy A for 35¢.
I have 87¢ left.

Another solution is to change E to C.

- 61 For the first part of this sheet, the children choose to “buy” one item in each exercise and determine how much money is left. Remind the children to show the letter as well as the price for each item.

For the second part of the sheet, all exercises except the third involve errors in computation. The third exercise can be corrected by changing E to C, or by changing 56¢ to 47¢ and finding the new difference.

- 62 This sheet reviews the use of addition to check subtraction for exercises with no regrouping. The children will need to find the number of boys and the number of girls to write a problem about their own class. This would be an ideal opportunity to review the use of a tally chart to obtain this information. Prepare a tally chart on the chalkboard and have each child in turn mark a tally in the appropriate column.

- 63 This sheet reviews the use of addition to check subtraction for exercises with regrouping. When the children have finished, have them share their ideas for the word problem they wrote about marbles in a bag. The children must decide whether they wish the problem to relate to addition or subtraction, and use the appropriate key words.

Name _____

SPM 2 Masters
Follows page 198

62

Subtract. Then add to check.

$$\begin{array}{r} 44 \\ -13 \\ \hline 31 \end{array} \quad \begin{array}{r} 31 \\ +13 \\ \hline 44 \end{array}$$

$$\begin{array}{r} 69 \\ -24 \\ \hline 45 \end{array} \quad \begin{array}{r} 45 \\ +24 \\ \hline 69 \end{array}$$

$$\begin{array}{r} 58 \\ -37 \\ \hline 21 \end{array} \quad \begin{array}{r} 21 \\ +37 \\ \hline 58 \end{array}$$

Solve each problem. Show your work.

75 children are in grade 1.
32 are boys.
How many girls
are in grade 1?

43 girls

Write a problem about
the children in your class.
Then solve the problem.

Answers will vary

45 boys are in grade 2.
41 girls are in grade 2.
How many children
are in grade 2?

86 children

Name _____

SPM 2 Masters
Follows page 199

63

Subtract. Then add to check.

$$\begin{array}{r} 63 \\ -27 \\ \hline 36 \end{array} \quad \begin{array}{r} 36 \\ +27 \\ \hline 63 \end{array}$$

$$\begin{array}{r} 64 \\ -19 \\ \hline 45 \end{array} \quad \begin{array}{r} 45 \\ +19 \\ \hline 64 \end{array}$$

$$\begin{array}{r} 55 \\ -46 \\ \hline 9 \end{array} \quad \begin{array}{r} 9 \\ +46 \\ \hline 55 \end{array}$$

Solve each problem. Show your work.

63 marbles are in the bag.
I take 29 marbles.
How many are left?

34 marbles

Write a problem about
some marbles in a bag.
Then solve the problem.

Answers will vary.

I have 39 marbles.
You have 36 marbles.
How many marbles
do we have in all?

75 marbles

$$\begin{array}{r} 39 \\ +36 \\ \hline 75 \end{array}$$

64 For the first part of the sheet, the distance around each shape is 18 cm. This helps to prepare the children for completing the last part of the sheet, for which the distance around each shape must be 16 cm. Emphasize that the children must follow grid lines to draw their shapes.

65 The first two rows of dial clocks review times at fifteen-minute marks. The third and fourth rows review times at five-minute marks.

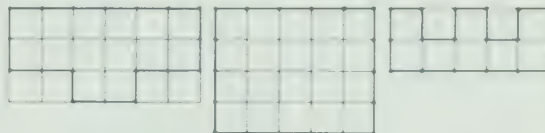
66 Place value and sequence are reviewed for three-digit numbers.

Name _____

SPM 2 Masters
Follows page 205 **64**

— shows one centimetre

Find the distance around each shape



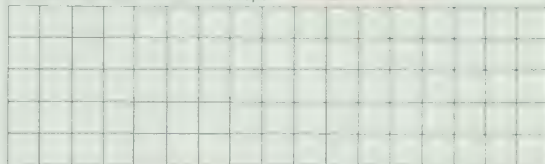
18 cm

16 cm

18 cm

Follow lines. Draw three shapes

Find the distance around each shape

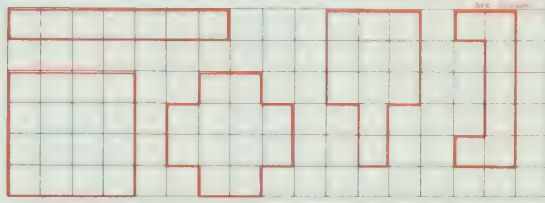


cm

cm

cm

Draw two different shapes that are 16 cm around. Answers will vary. Five solutions are shown.



Name _____

SPM 2 Masters
Follows page 205 **65**

Write the time shown.



1:15



4:15



8:15



10:45



7:15



5:45



12:30



6:45



1:30



9:40



11:10



12:20

Name _____

SPM 2 Masters
Follows page 209 **66**

Ring the numerals that have 6 in the ones' place.

426 136 468 896 607 576

2 in the tens' place.

426 238 729 112 320 629

4 in the hundreds' place.

426 400 234 421 403 947

Show the numbers.

Before
117
300
460
710

Between
183 185
369 371
599 601
976 978

After
240
499 500
503 504
879

Complete.

98 99 100 101 102 103 104 105
398 399 400 401 402 403 404 405
436 437 438 439 440 441 442 443
644 645 646 647 648 649 650 651
797 798 799 800 801 802 803 804
992 993 994 995 996 997 998 999

Name _____

SPM 2 Masters
Follows page 211

67

Complete the number puzzle.

		A	4	B	7		C	9	D	2		E	7	F	1	
G	6	H	3		I	3	J	9		K	8	5		M	3	7
	O	4	P	5		Q	6	R	7		S	3	T	5		0
			8					1				2				

Across.

A	99	C	37	E	36	G	82	I	56
	-52		+55		+35		-19		-17
	47		92		71		63		39
K	26	M	68	O	15	Q	28	S	80
	+59		-31		+30		+39		-45
	85		37		45		67		35

Down.

B	16	D	80	F	51	H	82	J	38
	+57		-52		-38		-48		+58
	73		28		13		34		96
L	5	N	29	P	67	R	66	T	71
	+48		+41		-9		+5		-19
	53		70		58		71		52

67 Review the procedure of completing the addition and subtraction exercises and writing the answers in the squares according to the letters given. Review the meanings of the words *across* and *down*. Tell the children that they may consider the exercises in any order, but they should ring the letter in the row after each number is shown in the squares. Caution the children to consider whether regrouping is required in each exercise.

68 Colored sheets of plexiglass are useful as mirrors for checking the results on this sheet. The children can check one another's work. They may prepare other similar exercises on sheets of grid paper.

69 The exercises on this sheet do not require regrouping. Complete one or two exercises with the children using a trial and error approach. Emphasize the importance of checking each exercise once the missing digits are shown.

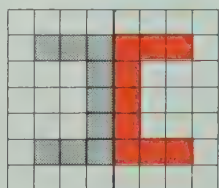
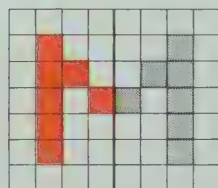
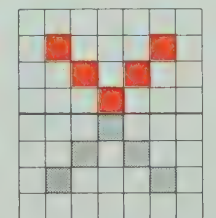
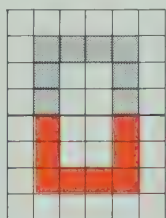
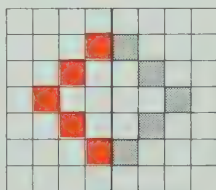
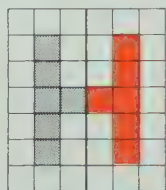
For the exercise in which the children are to write a problem, have them recall key words that suggest the required operation, subtraction.

Name _____

SPM 2 Masters
Follows page 216

68

Color to show the other half of each shape.
Use a mirror to check.



Name _____

SPM 2 Masters
Follows page 221

69

Complete.

63	12	23
+24	+34	+73
87	46	96

57	43	93
-37	-32	-23
20	11	70

13	24	45
+62	+20	+44
75	44	89

52	67	86
-22	-4	-65
30	63	21

50	42	13
+36	+55	+70
86	97	83

78	49	96
-25	-15	-62
53	34	34

Solve. Show your work.

I have 47¢.

I spend 15¢.

How much is left?

32¢

47¢
-15¢
32¢

Write a problem

to match the exercise.

Answers will vary.

57¢

-37¢

20¢

I have 33¢.

I earn 45¢.

How much do I have now?

78¢

33¢
+45¢
78¢

- 70** The exercises on this sheet present a greater challenge than those on Master Sheet 25 because regrouping is involved. Emphasize the importance of checking each exercise once the missing digits are shown.

Before the children write a word problem to match the given exercise, have them recall key words that suggest the required operation, addition.

- 71** For the first part of the sheet, have the children draw lines to match each phrase in the first column with the appropriate picture in the second column.

For the second part of the sheet, have the children draw the appropriate sets.

- 72** Have the children continue the patterns. Then ask them to describe the patterns using the terms *slide*, *flip*, and *turn*. The children may notice that the first three rows suggest a letter of the alphabet. This suggests the motion that describes the pattern. Give the children copies of geopaper on which to draw patterns of their own.

Name _____

SPM 2 Masters
Follows page 223

Complete

$$\begin{array}{r} 23 \\ + 48 \\ \hline 71 \end{array}$$

$$\begin{array}{r} 56 \\ + 24 \\ \hline 80 \end{array}$$

$$\begin{array}{r} 19 \\ + 37 \\ \hline 56 \end{array}$$

$$\begin{array}{r} 35 \\ + 47 \\ \hline 82 \end{array}$$

$$\begin{array}{r} 69 \\ + 98 \\ \hline 167 \end{array}$$

$$\begin{array}{r} 48 \\ + 73 \\ \hline 121 \end{array}$$

$$\begin{array}{r} 42 \\ + 33 \\ \hline 75 \end{array}$$

$$\begin{array}{r} 54 \\ + 18 \\ \hline 72 \end{array}$$

$$\begin{array}{r} 71 \\ + 35 \\ \hline 106 \end{array}$$

$$\begin{array}{r} 80 \\ + 47 \\ \hline 127 \end{array}$$

$$\begin{array}{r} 92 \\ + 54 \\ \hline 146 \end{array}$$

$$\begin{array}{r} 64 \\ + 29 \\ \hline 93 \end{array}$$

Solve Show your work

52 children have brown eyes.
29 children have blue eyes.
How many more children have brown eyes?
_____ children

$$\begin{array}{r} 52 \\ - 29 \\ \hline 23 \end{array}$$

Write a problem to match the exercise.

Answers will vary

$$\begin{array}{r} 35 \\ + 48 \\ \hline 83 \end{array}$$

I have 52 sheets of white paper.
I have 29 sheets of colored paper.
How many sheets do I have in all?
_____ sheets

$$\begin{array}{r} 52 \\ + 29 \\ \hline 81 \end{array}$$

Name _____

SPM 2 Masters
Follows page 227

71

Match

3 sets of 5



4 sets of 2



3 sets of 10



3 sets of 2



4 sets of 5



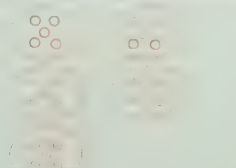
Draw



6 sets of 2



2 sets of 10



5 sets of 5



8 sets of 2

Name _____

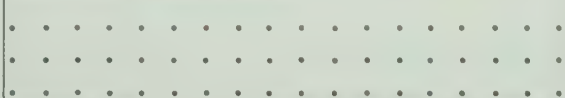
SPM 2 Masters
Follows page 232

72

Continue the patterns



Draw a pattern

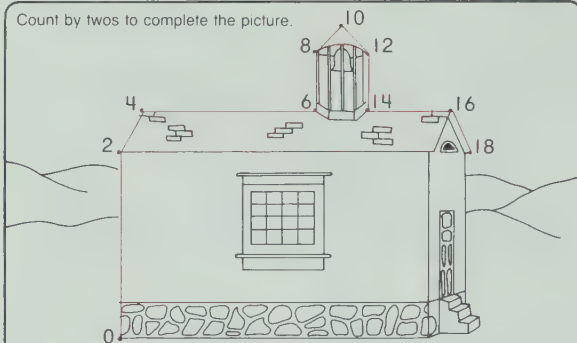


Name _____

SPM 2 Masters
Follows page 234

73

Count by twos to complete the picture.



Complete.

$$4 \times 2 = \underline{8} \quad 7 \times 10 = \underline{70} \quad 3 \times 5 = \underline{15}$$

$$3 \times 10 = \underline{30} \quad 4 \times 10 = \underline{40} \quad 2 \times 2 = \underline{4}$$

$$2 \times 5 = \underline{10} \quad 3 \times 2 = \underline{6} \quad 6 \times 10 = \underline{60}$$

$$9 \times 10 = \underline{90} \quad 9 \times 5 = \underline{45} \quad 7 \times 5 = \underline{35}$$

$$6 \times 2 = \underline{12} \quad 8 \times 10 = \underline{80} \quad 5 \times 2 = \underline{10}$$

$$4 \times 5 = \underline{20} \quad 9 \times 2 = \underline{18} \quad 8 \times 5 = \underline{40}$$

$$1 \times 10 = \underline{10} \quad 0 \times 5 = \underline{0} \quad 8 \times 2 = \underline{16}$$

73 This sheet reviews counting by twos, and multiplication facts of two, five, and ten.

When they have completed the exercises, ask the children what they notice about the results for 2×5 in the first column and 5×2 in the third column.

74 Provide the children with plastic or cardboard tangram pieces to complete this sheet. You may wish to give the children copies of the tangram pattern on page T347 of the Teacher's Edition of the student text. Have the children cut along the lines to separate the seven pieces and then paste the pieces in position on the sheet.

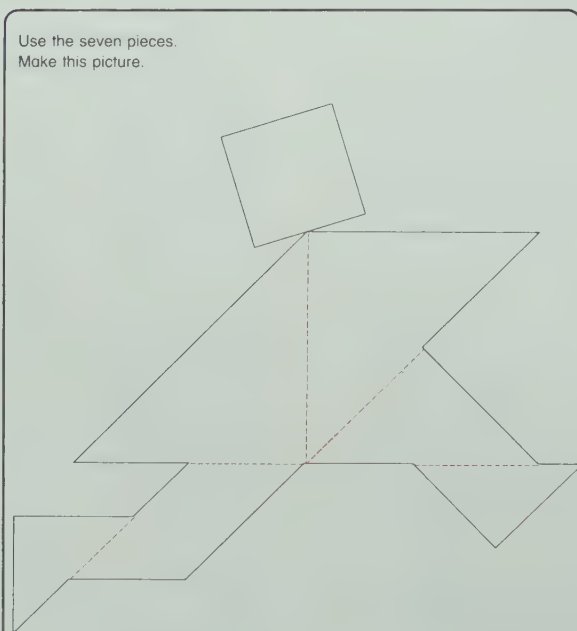
75 Regrouping is not required for these exercises. The use of addition to check subtraction is extended for three-digit addends. Use copies of Master Sheet 92 to provide practice with two-digit numbers. Adapt the suggestions given on page T30. For example, show 53 as the starting number and assign horizontal and vertical moves such as $\rightarrow - 3$ and $\downarrow + 5$.

Name _____

SPM 2 Masters
Follows page 235

74

Use the seven pieces.
Make this picture.



Now make your own picture.
Trace around it on a piece of paper.
Have a friend try it.

Name _____

SPM 2 Masters
Follows page 239

75

Subtract. Add to check.

$$\begin{array}{r} 253 \\ -140 \\ \hline 113 \end{array} \quad \begin{array}{r} 113 \\ +140 \\ \hline 253 \end{array}$$

$$\begin{array}{r} 497 \\ -235 \\ \hline 262 \end{array} \quad \begin{array}{r} 262 \\ +235 \\ \hline 497 \end{array}$$

$$\begin{array}{r} 586 \\ -334 \\ \hline 252 \end{array} \quad \begin{array}{r} 252 \\ +334 \\ \hline 586 \end{array}$$

$$\begin{array}{r} 895 \\ -435 \\ \hline 460 \end{array} \quad \begin{array}{r} 460 \\ +435 \\ \hline 895 \end{array}$$

$$\begin{array}{r} 627 \\ -324 \\ \hline 303 \end{array} \quad \begin{array}{r} 303 \\ +324 \\ \hline 627 \end{array}$$

$$\begin{array}{r} 758 \\ -732 \\ \hline 26 \end{array} \quad \begin{array}{r} 26 \\ +732 \\ \hline 758 \end{array}$$

$$\begin{array}{r} 359 \\ -354 \\ \hline 5 \end{array} \quad \begin{array}{r} 5 \\ +354 \\ \hline 359 \end{array}$$

$$\begin{array}{r} 889 \\ -345 \\ \hline 544 \end{array} \quad \begin{array}{r} 544 \\ +345 \\ \hline 889 \end{array}$$

$$\begin{array}{r} 576 \\ -111 \\ \hline 465 \end{array} \quad \begin{array}{r} 465 \\ +111 \\ \hline 576 \end{array}$$

$$\begin{array}{r} 654 \\ -321 \\ \hline 333 \end{array} \quad \begin{array}{r} 333 \\ +321 \\ \hline 654 \end{array}$$

Solve. Show your work.

There are 423 large fish.

There are 136 small fish.

How many fish
are there in all?

559 fish

$$\begin{array}{r} 423 \\ +136 \\ \hline 559 \end{array}$$

There are 576 large fish.

There are 234 small fish.

How many more
large fish are
there?

342 fish

$$\begin{array}{r} 576 \\ -234 \\ \hline 342 \end{array}$$

76 Regrouping between the ones' and tens' places is required for these exercises. The use of addition to check subtraction is reviewed.

77 The exercises on this sheet and the following seven sheets are designed to test the children's performance on the material presented in *Starting Points In Mathematics 2*.

The following objectives are tested on this sheet in the order indicated.

1. Count and order numbers to 999.
2. Count by twos, fives, tens, and hundreds.
3. Print the numerals for number words to 99.
4. Understand ordinal number concepts from *first* to *tenth*.

78 The following objectives are tested on this sheet in the order indicated.

1. Identify whole numbers before, after, and between whole numbers to 999.
2. Recognize and use the symbols $>$ and $<$; identify which of two numbers is greater than (less than) the other.
3. Write standard numerals for numbers to 999; interpret place value in numerals to 999.
4. Complete basic addition and subtraction facts.
5. Add three one-digit numbers, sums to 18.

Name _____

Subtract Add to check

$$\begin{array}{r} 394 \\ -127 \\ \hline 267 \end{array}$$

$$\begin{array}{r} 471 \\ -26 \\ \hline 445 \end{array}$$

$$\begin{array}{r} 563 \\ +217 \\ \hline 780 \end{array}$$

$$\begin{array}{r} 854 \\ -329 \\ \hline 525 \end{array}$$

$$\begin{array}{r} 746 \\ -108 \\ \hline 638 \end{array}$$

$$\begin{array}{r} 658 \\ -129 \\ \hline 529 \end{array}$$

$$\begin{array}{r} 995 \\ -649 \\ \hline 346 \end{array}$$

$$\begin{array}{r} 780 \\ -137 \\ \hline 643 \end{array}$$

$$\begin{array}{r} 674 \\ -566 \\ \hline 108 \end{array}$$

$$\begin{array}{r} 456 \\ -119 \\ \hline 337 \end{array}$$

Solve. Show your work.

There are 136 children

There are 328 adults

How many people are there in all?

464 people

There are 463 people

329 people are adults

How many are children?

134 children

Name _____

YEAR-END TEST **77**

Count by ones

35 36 37 38 39 40 41 42
95 96 97 98 99 100 101 102
436 437 438 439 440 441 442 443

Count by twos

12 14 16 18 20 22 24 26
64 66 68 70 72 74 76 78

Count by fives

5 10 15 20 25 30 35 40
60 65 70 75 80 85 90 95

Count by tens

30 40 50 60 70 80 90 100
23 33 43 53 63 73 83 93

Count by hundreds.

100 200 300 400 500 600 700 800

Print

eleven 11 seventeen 17 fifty-three 53 eighty 80

Color the second rabbit brown.

Color the ninth rabbit yellow.

Color the fifth rabbit blue.



Name _____

YEAR-END TEST **78**

Show the numbers.

Before
15
90
188
400

Between
19 <u>20</u> 21
74 <u>75</u> 76
279 <u>280</u> 281
499 <u>500</u> 501

After
29
66
109
630

Write $<$ or $>$

14 $<$ 20

65 $>$ 56

29 $<$ 30

70 $>$ 60

42 $>$ 24

80 $<$ 92

Complete.

3 tens 4 ones = 34

42 = 4 tens 2 ones

6 tens 0 ones = 60

53 = 5 tens 3 ones

8 tens 9 ones = 89

90 = 9 tens 0 ones

1 hundred 2 tens 4 ones = 124

247 = 2 hundreds 4 tens 7 ones

5 hundreds 0 tens 7 ones = 507

410 = 4 hundreds 1 tens 0 ones

Add or subtract.

$$\begin{array}{r} 4 \\ +5 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 12 \\ +6 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 9 \\ +9 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 7 \\ +8 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 17 \\ +9 \\ \hline 26 \end{array}$$

$$\begin{array}{r} 11c \\ +6c \\ \hline 17c \end{array}$$

$$\begin{array}{r} 4 \\ +0 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 4 \\ +3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 3 \\ +3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 6 \\ +5 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 4c \\ +5c \\ \hline 9c \end{array}$$

Write the related facts.

$3 + 7 = 10$ $7 + 3 = 10$ $10 - 3 = 7$ $10 - 7 = 3$

Complete.

$9 + 4 = 13$ $7 + 4 = 11$ $9 + 8 = 17$

Print + or -.

$7 - 4 = 3$ $8 + 7 = 15$ $9 - 9 = 0$
 $7 + 5 = 12$ $7 - 2 = 5$ $12 - 3 = 9$

Complete.

I have 11¢.
I spend 8¢.I have 9¢.
I get 5¢.I have 10¢.
You have 3¢.I have 3¢ left.I have 14¢ in all.I have 7¢ more than you.

Add or subtract.

$\begin{array}{r} 40 \\ +30 \\ \hline 70 \end{array}$	$\begin{array}{r} 50 \\ -40 \\ \hline 10 \end{array}$	$\begin{array}{r} 6 \\ +52 \\ \hline 58 \end{array}$	$\begin{array}{r} 39 \\ -9 \\ \hline 30 \end{array}$	$\begin{array}{r} 58 \\ -20 \\ \hline 38 \end{array}$	$\begin{array}{r} 60¢ \\ +38¢ \\ \hline 98¢ \end{array}$
$\begin{array}{r} 67 \\ -26 \\ \hline 41 \end{array}$	$\begin{array}{r} 83 \\ -63 \\ \hline 20 \end{array}$	$\begin{array}{r} 45 \\ +52 \\ \hline 97 \end{array}$	$\begin{array}{r} 79 \\ -45 \\ \hline 34 \end{array}$	$\begin{array}{r} 34 \\ +24 \\ \hline 58 \end{array}$	$\begin{array}{r} 71¢ \\ +27¢ \\ \hline 98¢ \end{array}$

Solve. Show your work.

We bake 43 cookies.
We eat 32 cookies.
How many cookies
are left?

$$\begin{array}{r} 43 \\ -32 \\ \hline 11 \end{array}$$

11 cookiesWe bake 39 cookies.
Then we bake 30 cookies.
How many cookies in all
do we bake?

$$\begin{array}{r} 39 \\ +30 \\ \hline 69 \end{array}$$

69 cookies**79** The following objectives are tested on this sheet in the order indicated.

1. Write related addition and subtraction facts.
2. Determine the missing addend in a basic addition fact.
3. Decide whether + or - is needed to complete a number sentence.
4. Solve problems involving basic addition and subtraction facts.
5. Add and subtract two-digit numbers, no regrouping, sums and minuends to 99.
6. Solve problems involving addition or subtraction, no regrouping, sums and minuends to 99.

80 The following objectives are tested on this sheet in the order indicated.

1. Add and subtract two-digit numbers, regrouping, sums and minuends to 99.
2. Solve problems involving addition or subtraction, regrouping, sums and minuends to 99.
3. Use addition to check subtraction.
4. Add and subtract three-digit numbers, no regrouping, sums and minuends to 999.
5. Add and subtract three-digit numbers, regrouping, sums and minuends to 999.

81 The following objectives are tested on this sheet in the order indicated.

1. Complete sentences for multiplication facts of 2, 5, and 10.
2. Determine the values of sets of coins, to 50¢.

Add or subtract.

$\begin{array}{r} 20 \\ -6 \\ \hline 14 \end{array}$	$\begin{array}{r} 13 \\ +19 \\ \hline 32 \end{array}$	$\begin{array}{r} 42 \\ -18 \\ \hline 24 \end{array}$	$\begin{array}{r} 25 \\ +26 \\ \hline 51 \end{array}$	$\begin{array}{r} 56 \\ -29 \\ \hline 27 \end{array}$	$\begin{array}{r} 38¢ \\ +34¢ \\ \hline 72¢ \end{array}$
$\begin{array}{r} 57 \\ +39 \\ \hline 96 \end{array}$	$\begin{array}{r} 80 \\ -45 \\ \hline 35 \end{array}$	$\begin{array}{r} 25 \\ +65 \\ \hline 90 \end{array}$	$\begin{array}{r} 75 \\ -28 \\ \hline 47 \end{array}$	$\begin{array}{r} 36 \\ +36 \\ \hline 72 \end{array}$	$\begin{array}{r} 96¢ \\ -48¢ \\ \hline 48¢ \end{array}$

Solve. Show your work.

52 cars are new.
27 cars are old.
How many more
cars are new?

$$\begin{array}{r} 52 \\ -27 \\ \hline 25 \end{array}$$

25 cars35 cars are new.
45 cars are old.
How many cars
are there in all?

$$\begin{array}{r} 35 \\ +45 \\ \hline 80 \end{array}$$

80 cars

Subtract. Then add to check.

$\begin{array}{r} 29 \\ -6 \\ \hline 23 \end{array}$ $\begin{array}{r} 23 \\ +6 \\ \hline 29 \end{array}$	$\begin{array}{r} 64 \\ -32 \\ \hline 32 \end{array}$ $\begin{array}{r} 32 \\ +32 \\ \hline 64 \end{array}$	$\begin{array}{r} 52 \\ -39 \\ \hline 13 \end{array}$ $\begin{array}{r} 13 \\ +39 \\ \hline 52 \end{array}$
---	---	---

Add or subtract.

$\begin{array}{r} 321 \\ +123 \\ \hline 444 \end{array}$	$\begin{array}{r} 849 \\ -123 \\ \hline 726 \end{array}$	$\begin{array}{r} 406 \\ +72 \\ \hline 478 \end{array}$	$\begin{array}{r} 738 \\ -235 \\ \hline 503 \end{array}$	$\begin{array}{r} 380 \\ +417 \\ \hline 797 \end{array}$
$\begin{array}{r} 125 \\ +125 \\ \hline 250 \end{array}$	$\begin{array}{r} 530 \\ -116 \\ \hline 414 \end{array}$	$\begin{array}{r} 275 \\ -239 \\ \hline 36 \end{array}$	$\begin{array}{r} 176 \\ +309 \\ \hline 485 \end{array}$	$\begin{array}{r} 484 \\ -126 \\ \hline 358 \end{array}$

Complete.



3 sets of 5
 $3 \times 5 = 15$



2 sets of 10
 $2 \times 10 = 20$



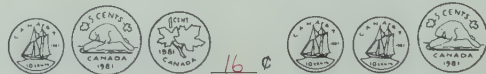
4 sets of 2
 $4 \times 2 = 8$

$3 \times 2 = 6$ $6 \times 5 = 30$ $4 \times 10 = 40$

$9 \times 2 = 18$ $7 \times 10 = 70$ $10 \times 5 = 50$

$1 \times 5 = 5$ $2 \times 2 = 4$ $6 \times 10 = 60$

How much?

9 ¢12 ¢25 ¢40 ¢

82 The following objectives are tested on this sheet in the order indicated.

1. Identify part of a whole and part of a set (halves, thirds, fourths, tenths).
2. Recognize and continue a given pattern.
3. Identify slides, flips, and turns.
4. Complete a symmetrical shape.

83 The following objectives are tested on this sheet in the order indicated.

1. Estimate length in centimetres; measure to check an estimate of length.
2. Read and record time in quarter-hours and at five-minute marks.
3. Read temperatures on a Celsius scale.

84 The following objective is tested on this sheet.
Read/interpret a simple bar graph.

Name _____ YEAR-END TEST **82**

Color

Complete

How can you make the grey shape fit the white shape?

Slide Flip Turn **Slide Flip Turn** **Slide Flip Turn**

Draw the other half of each shape

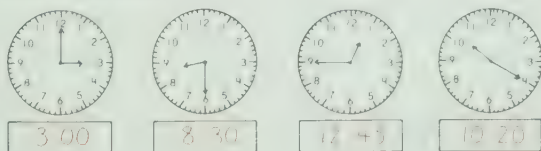
Name _____ YEAR-END TEST **83**

Estimate the length in centimetres. Then measure.

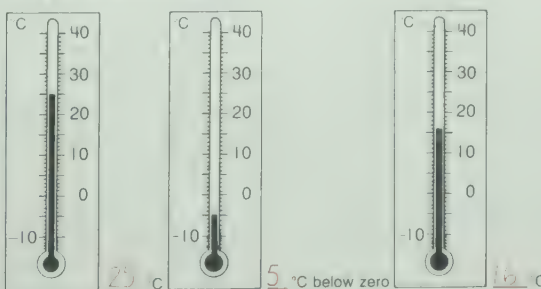
_____ Estimate ____ cm
Measurement 4 cm

_____ Estimate ____ cm
Measurement 4 cm

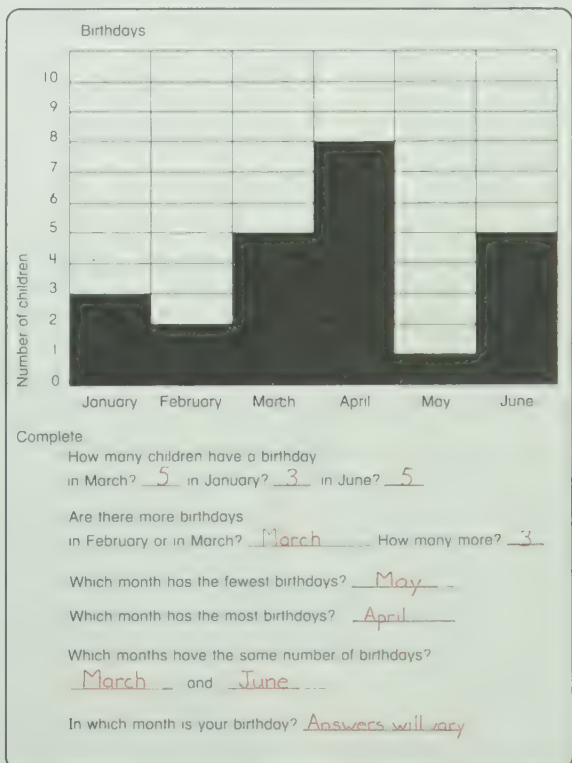
Write the time shown



Write the temperature shown



Name _____ YEAR-END TEST **84**



Extra Materials

Master Sheets 85 to 92 are not correlated to specific student text pages because they provide materials that can be used several times throughout the year for practice and enrichment. Suggestions for using these materials are given below.

85 Use copies of this sheet to provide exercises similar to those on Master Sheets 17 and 32. Note that you will have to indicate a starting number and numbers to be added or subtracted at each arrow of the path.

The circular paths involve both addition and subtraction, and provide self-checking exercises because the number that begins the path also ends the path. This is ensured when the total of the numbers added equals the total of the numbers subtracted. For a starting number of 12, for example, the sequence $- 6, + 3, - 8, + 4, - 2, + 8, - 6, + 7$ leads back to the starting number 12 because the sum of the numbers added is 22 and the sum of the numbers subtracted is also 22. It is imperative to test each path yourself before assigning it to the children.

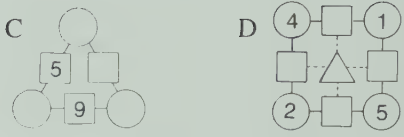
For the other paths, use just addition, just subtraction, or a combination of the two operations. A sequence such as $+ 4, - 4, + 9, - 9$ reinforces the inverse relationship between addition and subtraction. The sequence $+ 2, + 2, + 2, + 2$ can lead to a set of even numbers or a set of odd numbers depending on the number chosen to begin the path. Other sequences to consider are $+ 10, + 10, + 10, + 10$, and $- 10, - 10, - 10, - 10$.

Both types of paths may be adapted for adding or subtracting two-digit numbers and one-digit numbers. For a challenging problem-solving situation, ask children to develop circular paths for other children to complete.

86 Use the upper half of this sheet to have the children show different names for a number. Show the number 6, for example, in the window of one house. Below this the children might show $3 + 3, 10 - 4, 1 + 5, 6 + 0, 8 - 2, 9 - 3$, and $6 - 0$. Some children might show three addends as in $1 + 2 + 3$ and later, a sentence such as $3 \times 2 = 6$. If more “floors” are needed for a house, the children can draw a vertical line through the centre of the house. The diagrams may be adapted for providing exercises similar to those on page 39 of the student text.

Use the lower half of this sheet for providing addition and subtraction squares similar to those on Master Sheet 43.

87 These diagrams are useful for providing practice in addition and subtraction. Addends are shown in the circles and sums are shown in the squares. Some examples are provided below. Note that more than one solution is possible in C. For examples similar to D, the number in the triangle provides a self check because the sum of the numbers in opposite squares must be equal.



88 Two types of dot patterns are provided, a 3-by-3 array of 9 dots and a 4-by-4 array of 16 dots. Have the children work with one type at a time for exercises similar to the following.

1. Show a square (triangle, rectangle).
Show the same size of square in as many different positions as you can.
2. Show as many different squares (triangles, rectangles) as you can.
How many dots are inside (outside, touching) the square?
3. Can you show a square with 0 dots inside it?
1 dot? 2 dots? 3 dots? more than 3 dots?

89 To reinforce place-value concepts to 99, name a number and have the children show the standard numeral in the space provided in the upper right corner of the exercise. Ask the children to color the appropriate number of tens and ones and to print the corresponding numerals below.

90 To practice regrouping 10 ones as 1 more ten, ask the children to color, for example, 3 tens 15 ones and to print the corresponding numerals below. Then have them ring and cross out 10 of the colored ones, color in 1 more ten, and show the corresponding changes to the numerals below. To practice regrouping 1 ten as 10 more ones, ask the children to color, for example, 4 tens 2 ones and to print the corresponding numerals below. Then have them ring and cross out 1 of the colored tens, color in 10 more ones, and show the corresponding changes to the numerals below.

You may wish to have the children use Master Sheets 89 and 90 side by side so that the standard form is colored on sheet 89 and the form showing more than 9 ones is colored on sheet 90.

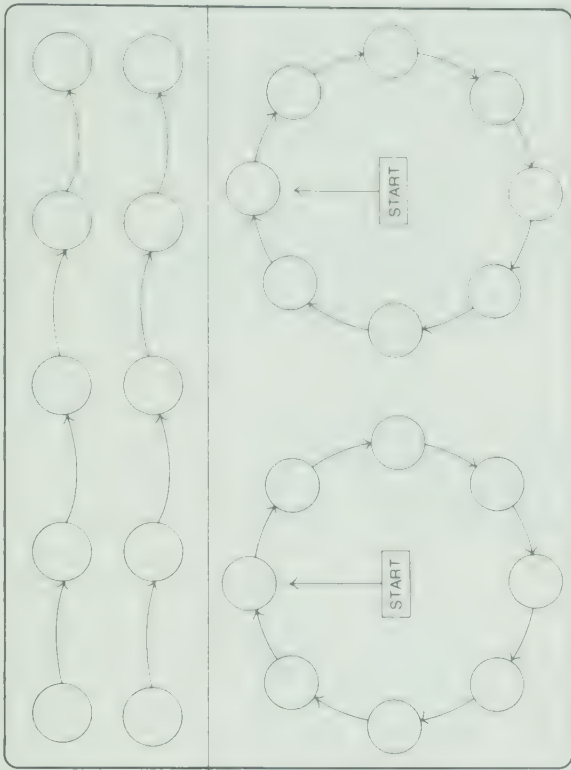
91 These charts are useful for preparing addition and subtraction exercises involving two-digit numbers, with and without regrouping. Note that there is a gradual progression in each row from a detailed chart form to a more abstract form.

92 These diagrams are best used after the children have been introduced to addition and subtraction with two-digit numbers. Provide a starting number such as 7 in the upper left square. Indicate the numbers (less than 10) that are to be added for the horizontal and vertical moves through the chart, for example, $\rightarrow + 3$ $\downarrow + 8$. Then have the children complete the diagram. For the numbers suggested above, the first three rows of the chart would be as follows.

7	10	13	16	19
15	18	21	24	27
23	26	29	32	35

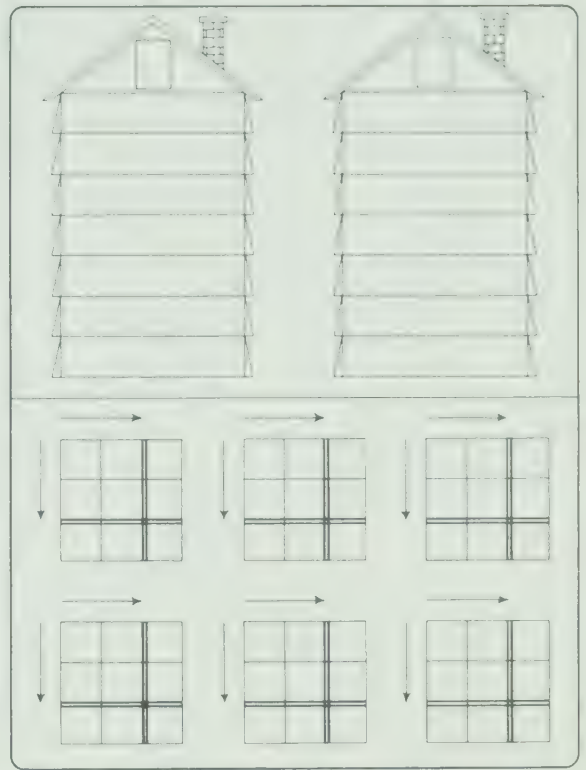
Name _____

SPM 2 Masters 85



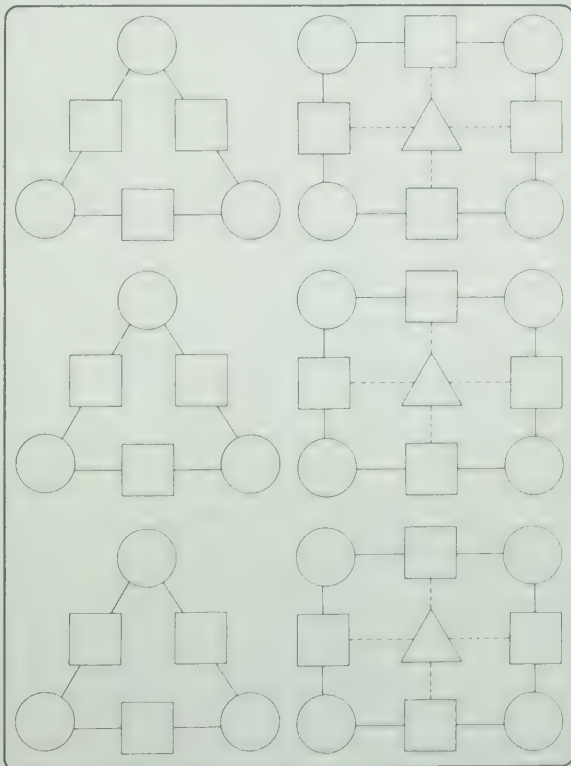
Name _____

SPM 2 Masters 86



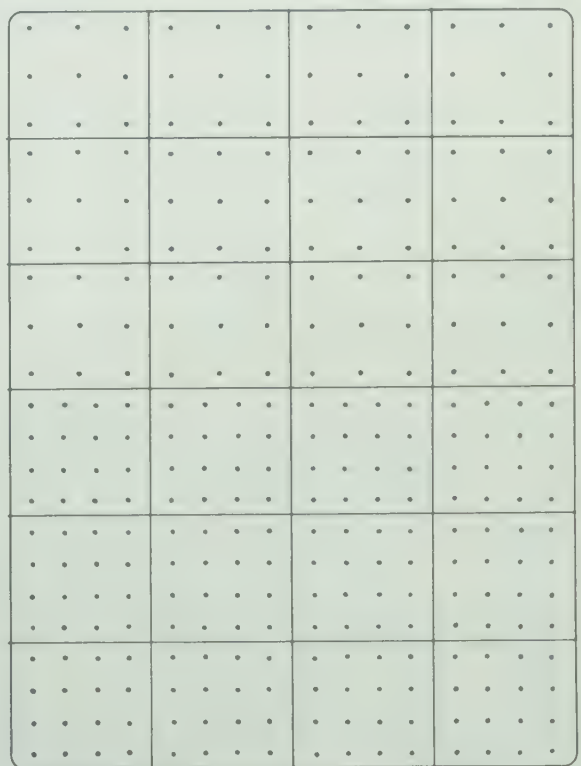
Name _____

SPM 2 Masters 87







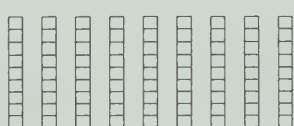


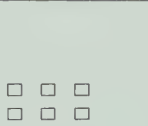
Name _____

SPM 2 Masters 88











Name _____

SPM 2 Masters **89**

 _____ tens _____ ones	 _____ tens _____ ones
 _____ tens _____ ones	 _____ tens _____ ones
 _____ tens _____ ones	 _____ tens _____ ones
 _____ tens _____ ones	 _____ tens _____ ones

Name _____

SPM 2 Masters **90**

 _____ tens _____ ones	 _____ tens _____ ones
 _____ tens _____ ones	 _____ tens _____ ones
 _____ tens _____ ones	 _____ tens _____ ones
 _____ tens _____ ones	 _____ tens _____ ones

Name _____

SPM 2 Masters **91**

tens	ones	tens	ones	t	o	
tens	ones	tens	ones	t	o	
tens	ones	tens	ones	t	o	
tens	ones	tens	ones	t	o	
tens	ones	tens	ones	t	o	

Name _____

SPM 2 Masters **92**

→ _____
↓ _____

↓	↓	↓	↓	↓
↓	↓	↓	↓	↓
↓	↓	↓	↓	↓
↓	↓	↓	↓	↓
↓	↓	↓	↓	↓

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85-92	EXTRA MATERIALS		

Name _____

Draw ☺'s. Print the numeral.

two



three

zero

2

six

four

five

ten

eight

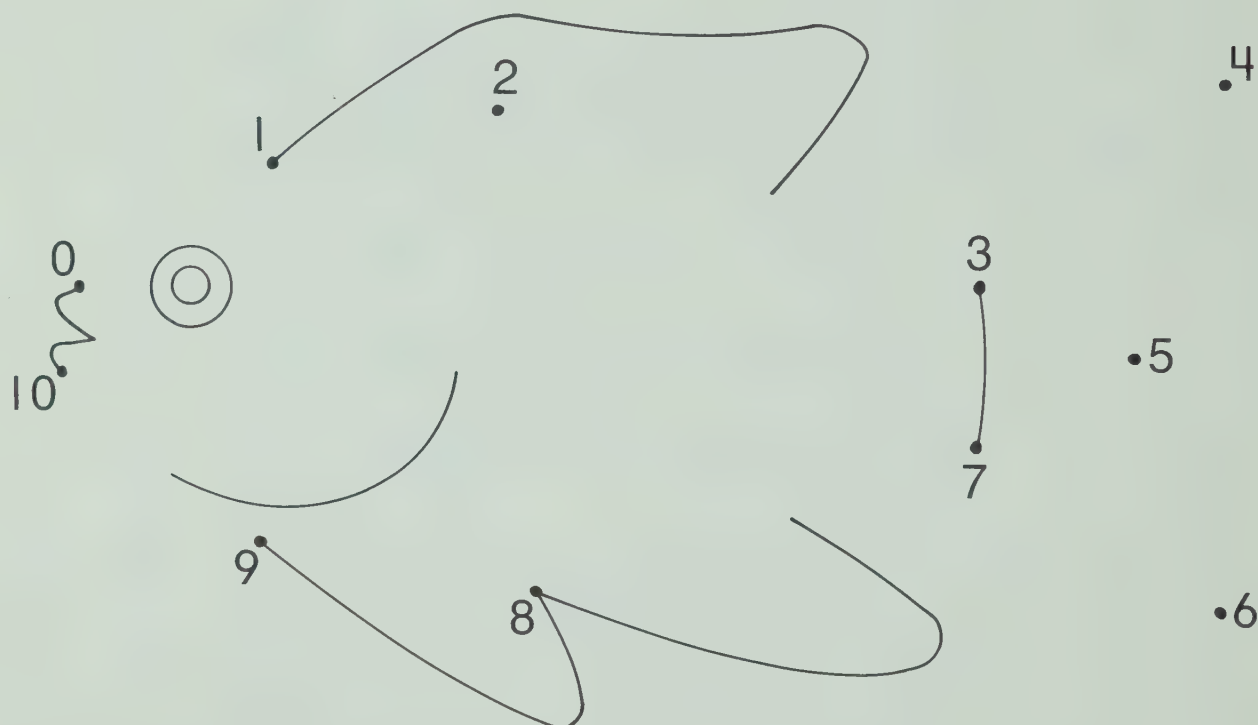
seven

nine

Name _____

Complete.

0			3					8		
---	--	--	---	--	--	--	--	---	--	--



Use > or <.

2 ○ 7

6 ○ 9

6 ○ 3

3 ○ 6

8 ○ 5

3 ○ 0

9 ○ 4

4 ○ 9

4 ○ 10

5 ○ 2

7 ○ 1

1 ○ 7

Add.

$$\begin{array}{r} 4 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +6 \\ \hline \end{array}$$

Add. Match.

$$2 + 1 = \underline{\quad}$$

$$3 + 5 = \underline{\quad}$$

$$4 + 2 = \underline{\quad}$$

$$6 + 3 = \underline{\quad}$$

$$3 + 2 = \underline{\quad}$$

$$4 + 5 = \underline{\quad}$$

$$0 + 8 = \underline{\quad}$$

$$5 + 3 = \underline{\quad}$$

$$5 + 4 = \underline{\quad}$$

$$2 + 3 = \underline{\quad}$$

$$1 + 2 = \underline{\quad}$$

$$8 + 0 = \underline{\quad}$$

$$3 + 6 = \underline{\quad}$$

$$2 + 4 = \underline{\quad}$$

How much?



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢

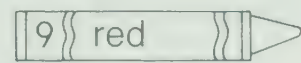
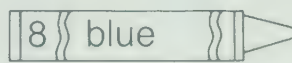
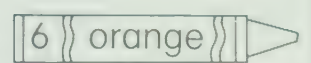
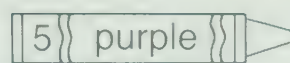
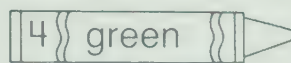


_____ ¢



_____ ¢

Color.



$7 + 1 = \underline{\quad}$		$3 + 5 = \underline{\quad}$		$5 + 3 = \underline{\quad}$		$1 + 7 = \underline{\quad}$	
$6 + 1 = \underline{\quad}$		$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$	$2 + 1 = \underline{\quad}$		$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$	$1 + 6 = \underline{\quad}$	
$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$	$2 + 5 = \underline{\quad}$		$0 + 3 = \underline{\quad}$		$5 + 2 = \underline{\quad}$		$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$	$1 + 3 = \underline{\quad}$		$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 7 \\ \hline \end{array}$	$3 + 1 = \underline{\quad}$		$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$
$2 + 2 = \underline{\quad}$				$0 + 4 = \underline{\quad}$			
$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$	$6 + 3 = \underline{\quad}$		$0 + 9 = \underline{\quad}$		$\begin{array}{r} 5 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$
		$3 + 0 = \underline{\quad}$		$1 + 2 = \underline{\quad}$			
		$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$		
$4 + 2 = \underline{\quad}$		$3 + 3 = \underline{\quad}$		$6 + 0 = \underline{\quad}$		$1 + 5 = \underline{\quad}$	

Add or subtract.

$$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$$

Buy. How much is left?



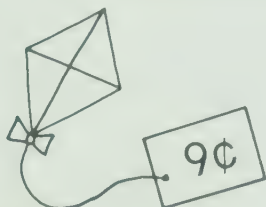
____ ¢ left



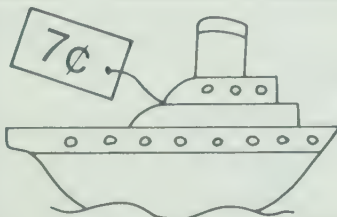
____ ¢ left



____ ¢ left



____ ¢ left



____ ¢ left



____ ¢ left



____ ¢ left

Complete.

0	1	2					7		
10				14					

Match.

fourteen	11	sixteen
eleven	12	thirteen
twelve	13	seventeen
fifteen	14	twenty
nineteen	15	eighteen
	16	
	17	
	18	
	19	
	20	

Complete.

12	13	14	_____	_____	_____	18	_____	_____
16	15	14	_____	_____	11	_____	_____	_____

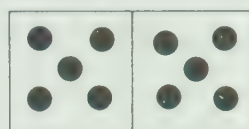
Write a number sentence for each.

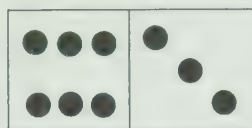


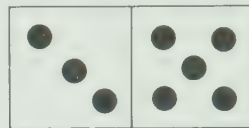
$$3 + 2 = 5$$



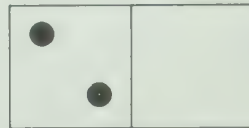




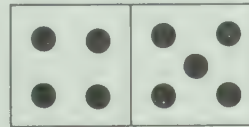




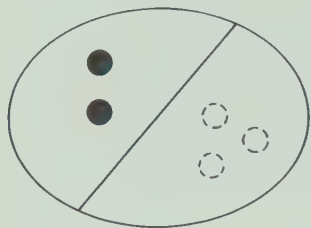




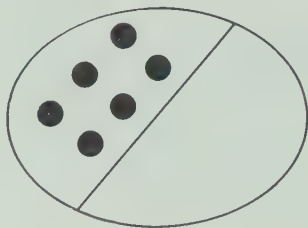




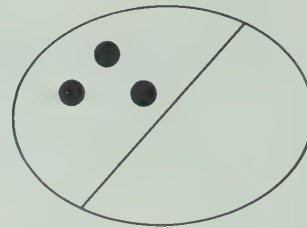
Draw dots to complete each set.
Complete the number sentences.



$$2 + \underline{\quad} = 5$$



$$6 + \underline{\quad} = 10$$



$$3 + \underline{\quad} = 7$$

Complete the number sentences.

$$4 + \underline{\quad} = 6$$

$$5 + \underline{\quad} = 10$$

$$4 + \underline{\quad} = 9$$

$$3 + \underline{\quad} = 8$$

$$1 + \underline{\quad} = 4$$

$$3 + \underline{\quad} = 7$$

$$8 + \underline{\quad} = 10$$

$$6 + \underline{\quad} = 8$$

$$3 + \underline{\quad} = 5$$

$$5 + \underline{\quad} = 7$$

$$3 + \underline{\quad} = 9$$

$$4 + \underline{\quad} = 4$$

Add.

$$3 + 1 + 1 = \underline{\quad}$$

$$2 + 3 + 3 = \underline{\quad}$$

$$4 + 2 + 4 = \underline{\quad}$$

$$6 + 0 + 4 = \underline{\quad}$$

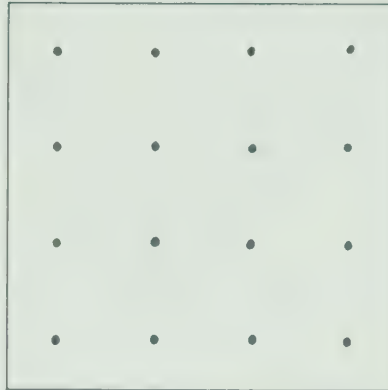
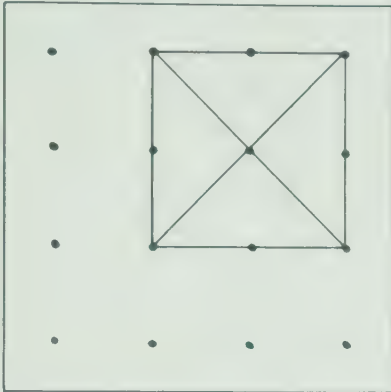
$$3 + 3 + 4 = \underline{\quad}$$

$$1 + 5 + 2 = \underline{\quad}$$

3	3	3
2	2	3
<u>+ 1</u>	<u>+ 2</u>	<u>+ 3</u>

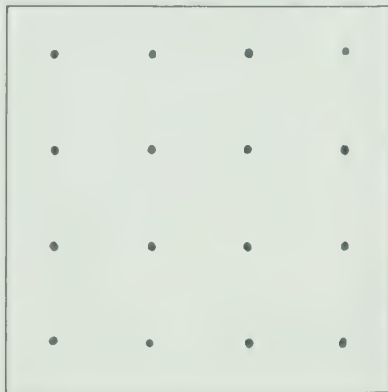
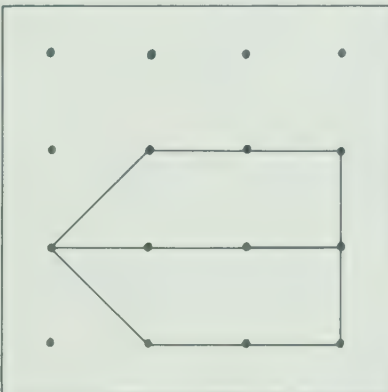
2	4	4
4	2	1
<u>+ 1</u>	<u>+ 1</u>	<u>+ 2</u>

Copy.

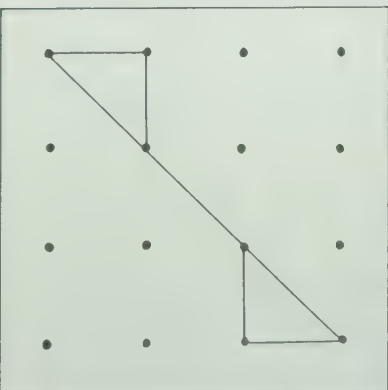


Draw a circle.

Draw a rectangle.



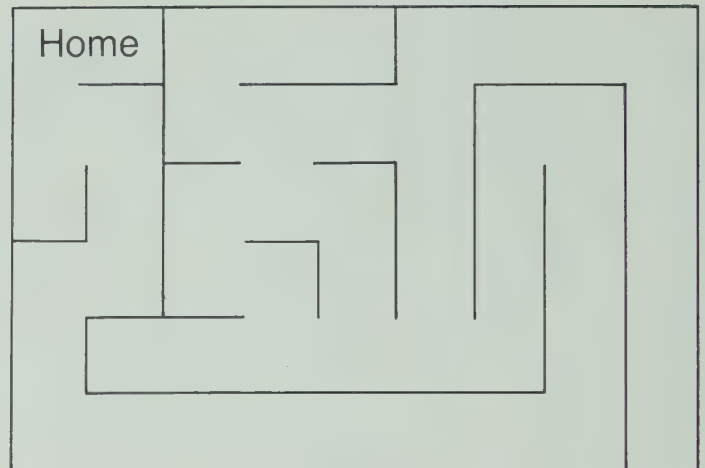
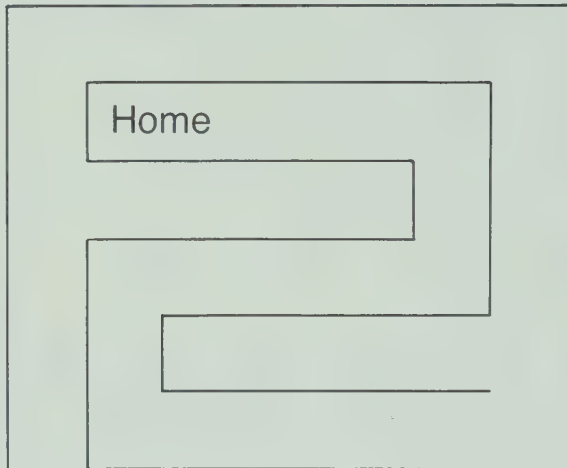
Draw a triangle.



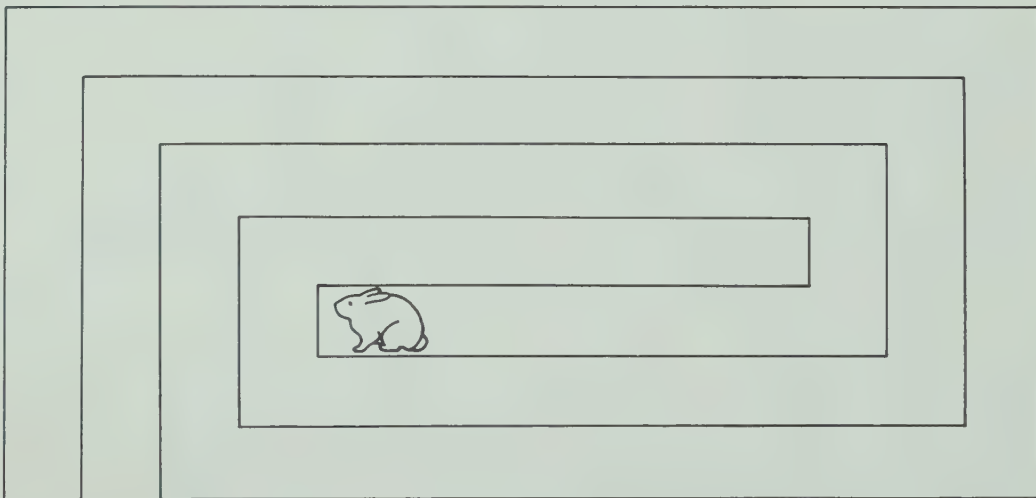
Draw a square.



Find a way home.



Can the fox catch the rabbit?



Yes

No



Complete.

$5 - 2 = \underline{\quad}$

$3 + 6 = \underline{\quad}$

$9 - 5 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

$8 - 6 = \underline{\quad}$

$2 + 5 = \underline{\quad}$

$7 - 3 = \underline{\quad}$

$4 + 5 = \underline{\quad}$

$9 - 6 = \underline{\quad}$

$3 + 7 = \underline{\quad}$

$1 + 5 = \underline{\quad}$

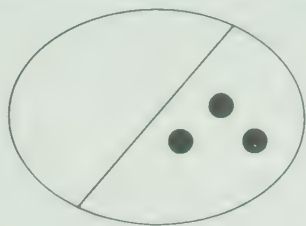
$6 - 3 = \underline{\quad}$

$3 + 0 = \underline{\quad}$

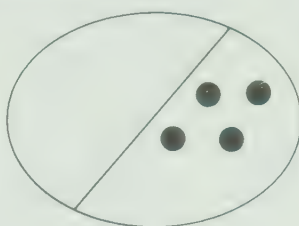
$3 - 2 = \underline{\quad}$

$1 + 9 = \underline{\quad}$

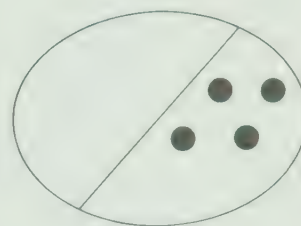
Draw dots to complete each set.
Complete the number sentences.



$$\underline{\quad} + 3 = 5$$



$$\underline{\quad} + 4 = 10$$



$$\underline{\quad} + 4 = 7$$

Complete the number sentences.

$$\underline{\quad} + 2 = 4$$

$$\underline{\quad} + 2 = 8$$

$$\underline{\quad} + 3 = 3$$

$$\underline{\quad} + 3 = 6$$

$$\underline{\quad} + 1 = 6$$

$$\underline{\quad} + 4 = 9$$

$$\underline{\quad} + 4 = 8$$

$$\underline{\quad} + 3 = 7$$

$$\underline{\quad} + 5 = 9$$

$$\underline{\quad} + 5 = 10$$

$$\underline{\quad} + 7 = 10$$

$$\underline{\quad} + 2 = 5$$

Add or subtract.

$$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$$

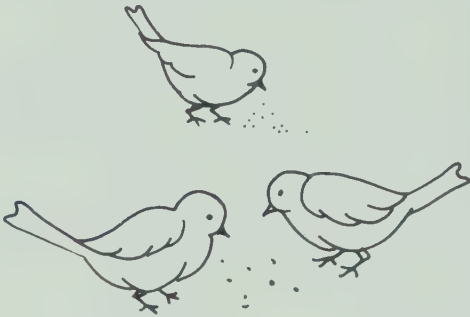
$$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$$

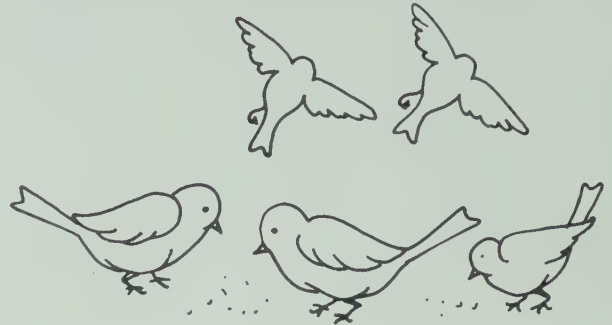
$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

Print + or - . Complete the number sentences.



How many birds
are there in all?

$$2 \bigcirc 1 = \underline{\quad}$$



How many birds
are left?

$$5 \bigcirc 2 = \underline{\quad}$$



How many rabbits
are left?

$$4 \bigcirc 1 = \underline{\quad}$$



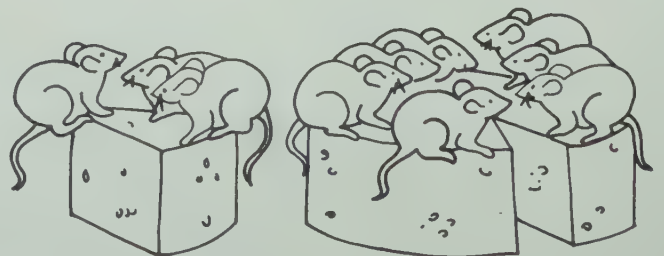
How many rabbits
are there in all?

$$3 \bigcirc 3 = \underline{\quad}$$



How many mice
are left?

$$10 \bigcirc 3 = \underline{\quad}$$

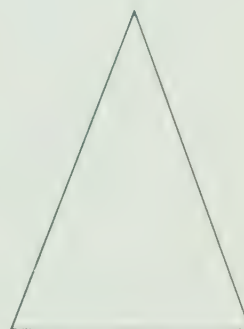
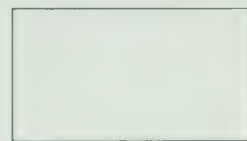
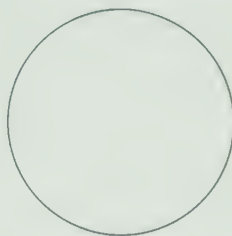
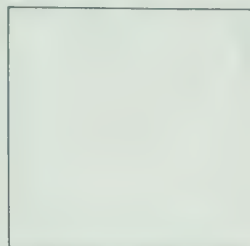


How many mice
are there in all?

$$3 \bigcirc 7 = \underline{\quad}$$

Mark and color one half of each shape.

Print $\frac{1}{2}$ on the other half.



Complete.

Whole set	Half of the set	Half of the set
● ● ● ● ● ● 6	○ ○ ○ ○ 3	○ ○ ○ ○ 3
● ●		
● ● ● ● ● ● ● ● ● ●		
● ● ● ●		
● ● ● ● ● ● ● ●		

Ring groups of ten. Show how many.



____ ten ____ ones



____ ten ____ ones



____ tens ____ ones



____ tens ____ ones



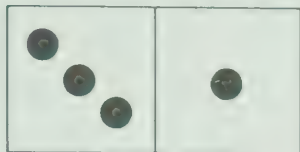
____ tens ____ ones

Draw.

1 ten 6 ones

2 tens 3 ones

Complete the number sentences.

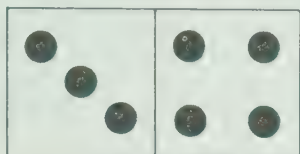


$3 + 1 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

$4 - 1 = \underline{\quad}$

$4 - 3 = \underline{\quad}$

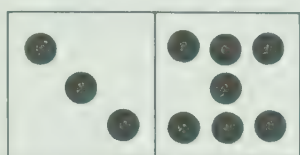


$3 + \underline{\quad} = \underline{\quad}$

$4 + \underline{\quad} = \underline{\quad}$

$7 - \underline{\quad} = \underline{\quad}$

$7 - \underline{\quad} = \underline{\quad}$



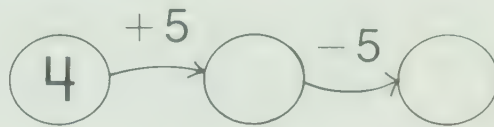
$\underline{\quad} + 7 = \underline{\quad}$

$\underline{\quad} + 3 = \underline{\quad}$

$10 - \underline{\quad} = \underline{\quad}$

$10 - \underline{\quad} = \underline{\quad}$

Follow the path.



Print + or -.

$5 \bigcirc 3 = 8$

$9 \bigcirc 7 = 2$

$4 \bigcirc 3 = 1$

$8 \bigcirc 3 = 5$

$2 \bigcirc 7 = 9$

$1 \bigcirc 3 = 4$

$5 \bigcirc 4 = 1$

$4 \bigcirc 6 = 10$

$4 \bigcirc 3 = 7$

$1 \bigcirc 4 = 5$

$10 \bigcirc 6 = 4$

$7 \bigcirc 3 = 4$

$5 \bigcirc 4 = 9$

$3 \bigcirc 0 = 3$

$10 \bigcirc 5 = 5$

$9 \bigcirc 4 = 5$


$3 \bigcirc 3 = 0$


$5 \bigcirc 5 = 10$


Here is a code.


Add or subtract to find out
where each letter is going.


L	G	I	E	M	N	R	D	A	T	O
0	1	2	3	4	5	6	7	8	9	10

2	9	1	5	9	4	
+4	-6	+0	-3	-4	+4	
6						
R						

4	6	8	3	2	10	
-4	+4	-3	+4	+8	-5	

9	3	3	8	10	9	10	3	
-5	+7	+2	+1	-4	-6	-2	-3	

7	9	6	4	6	4	6	1	
-4	-2	-2	+6	-1	+5	+4	+4	

10	5	3	1	7	3	10	
-1	+5	+3	+9	-2	+6	+0	

Read.

April

August

December

February

January

July

June

March

May

November

October

September

Complete and match.

January

• the month after March

• the sixth month

• the first month

• the month before August

• the second month

• the month between April and June

• the month after February

• the month before December

• the last month of summer holidays

• the month after November

• the month of Halloween

• the ninth month

• my favorite month

June

November

Complete.

twenty-four	24	2 tens 4 ones
fifty-nine		tens ones
forty-seven		tens ones
eighty-two		tens ones
ninety-five		tens ones
thirty-three		tens ones
sixty-eight		tens ones
forty-six		tens ones
twenty		tens ones
sixty-nine		tens ones
eighty-one		tens ones
thirty-five		tens ones

Complete.

+	2	6	3	0	5	4
4	6					

+	1	4	3	5	0	2
5						

-	2	6	8	3	5	9
10	8					

-	4	9	6	2	8	5
9						

Write a number sentence. Show the answer.

7 children are on the bus.
2 more children get on.
How many children
are on the bus now?

_____ children

9 children are on the bus.
5 children get off.
How many children
are on the bus now?

_____ children

4 children are on the bus.
2 more children get on.
How many children
are on the bus now?

_____ children

6 children are on the bus.
6 children get off.
How many children
are on the bus now?

_____ children

Show the numbers.

Before		
___	30	31
___	46	47
___	71	72
___	99	100

Between		
17	___	19
26	___	28
59	___	61
80	___	82

After		
8	9	___
41	42	___
68	69	___
94	95	___

Ring the numbers greater than

37

19

40

52

34

73

90

38

52

61

25

70

95

46

88

57

79

80

39

51

70

96

24

79

Check the numbers less than

29

~~14~~

33

52

25

3

20

82

61

47

38

58

74

60

95

0

90

66

7

58

83

99

92

90

How much?



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢

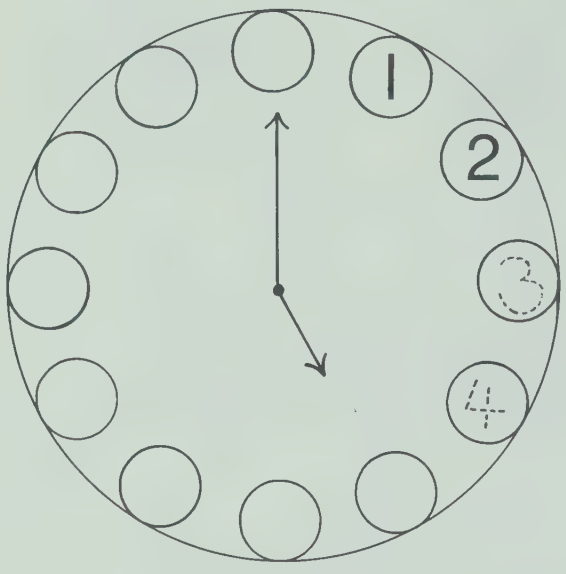


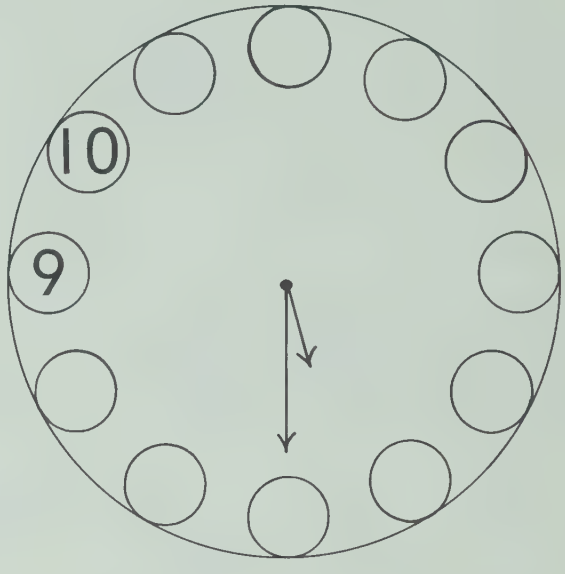
_____ ¢



_____ ¢

Complete. What time is shown?





What time is shown?









Show the time.



4:00



8:30



11:00



3:30

Count by ones.

9	10	11	_____	_____	_____	_____	_____
37	38	39	_____	_____	_____	_____	_____
85	86	87	_____	_____	_____	_____	_____

Count by twos.

2	4	6	_____	_____	_____	_____	_____
1	3	5	_____	_____	_____	_____	_____

Count by fives.

5	10	15	_____	_____	_____	_____	_____
25	30	35	_____	_____	_____	_____	_____

Count by tens.

10	20	30	_____	_____	_____	_____	_____
4	14	24	_____	_____	_____	_____	_____
29	39	49	_____	_____	_____	_____	_____

Complete.

6	8	10	_____	_____	_____	_____	_____
21	22	23	_____	_____	_____	_____	_____
17	27	37	_____	_____	_____	_____	_____
15	20	25	_____	_____	_____	_____	_____









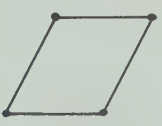
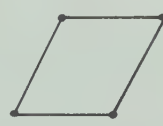
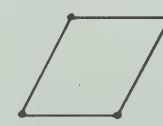





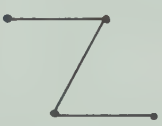
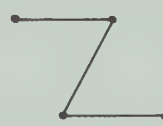
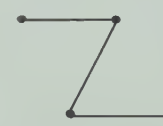




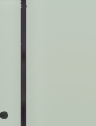














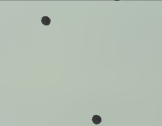

Find 9 mistakes. Correct them.

$\begin{array}{r} 3 \\ +2 \\ \hline 5 \end{array}$	$\begin{array}{r} 9 \\ -3 \\ \hline 4 \end{array}$	$\begin{array}{r} 5 \\ +4 \\ \hline 9 \end{array}$	$\begin{array}{r} 7 \\ -2 \\ \hline 9 \end{array}$	$\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$	$\begin{array}{r} 6 \\ +3 \\ \hline 8 \end{array}$
--	--	--	--	---	--

$\begin{array}{r} 8 \\ -7 \\ \hline 1 \end{array}$	$\begin{array}{r} 5 \\ +3 \\ \hline 8 \end{array}$	$\begin{array}{r} 10 \\ -6 \\ \hline 3 \end{array}$	$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$	$\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$	$\begin{array}{r} 4 \\ +4 \\ \hline 0 \end{array}$
--	--	---	---	--	--

$3 + 3 = 0$	$1 + 4 = 5$	$0 + 6 = 0$
$5 - 1 = 4$	$9 - 8 = 2$	$10 - 5 = 5$
$4 + 3 = 1$	$7 - 5 = 2$	$8 - 0 = 8$

Complete.

Print + or -

$6 \bigcirc 2 = 4$

$6 \bigcirc 5 = 11$

$3 \bigcirc 3 = 0$

$11 \bigcirc 3 = 8$

$9 \bigcirc 2 = 11$

$7 \bigcirc 1 = 9$

$8 \bigcirc 2 = 10$

$6 \bigcirc 4 = 2$

$2 \bigcirc 7 = 9$

$5 \bigcirc 3 = 8$

$4 \bigcirc 3 = 7$

$9 \bigcirc 4 = 5$

$5 \bigcirc 5 = 10$

$7 \bigcirc 4 = 11$

$4 \bigcirc 0 = 4$

Complete.

$$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 2 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ 0 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ 2 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ 4 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 4 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ 4 \\ +4 \\ \hline \end{array}$$

Write a number sentence for each problem.
Show the answer.


Bob had 6  's.

He gave Pat 2  's.


How many  's were left?

_____  's


Pat has 4  's.

Bob has 7  's.

How many  's in all?

_____  's

Bob saw 12  's.

7  's flew away.

How many  's were left?

_____  's


Pat had 10  's.

She spent 6  's.

How many  's were left?


_____  's

Pat saw 8  's.


She saw 4 more  's.

How many  's in all?

_____  's

Bob has 2  's.

Pat has 2  's.

Mike has 2  's.

How many  's in all?

_____  's

Complete.

$5 + 3 = \underline{\quad}$

$6 + 3 = \underline{\quad}$

$7 + 3 = \underline{\quad}$

$5 + 4 = \underline{\quad}$

$6 + 4 = \underline{\quad}$

$7 + 4 = \underline{\quad}$

$5 + 5 = \underline{\quad}$

$6 + 5 = \underline{\quad}$

$7 + 5 = \underline{\quad}$

$5 + 6 = \underline{\quad}$

$6 + 6 = \underline{\quad}$

$7 + 6 = \underline{\quad}$

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$10 - 7 = \underline{\quad}$

$10 - 8 = \underline{\quad}$

$10 - 9 = \underline{\quad}$

$11 - 7 = \underline{\quad}$

$11 - 8 = \underline{\quad}$

$11 - 9 = \underline{\quad}$

$12 - 7 = \underline{\quad}$

$12 - 8 = \underline{\quad}$

$12 - 9 = \underline{\quad}$

$13 - 7 = \underline{\quad}$

$13 - 8 = \underline{\quad}$

$13 - 9 = \underline{\quad}$

$$\begin{array}{r} 10 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

Write the number sentence.

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

$$2 + 3 + 5 = 10$$

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

Color three to show a sum of ten.

Find four ways.

Complete the number sentences.

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 10$$

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 10$$

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

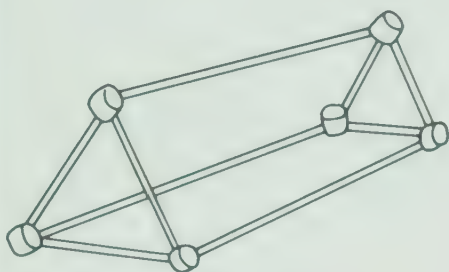
$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 10$$

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 10$$

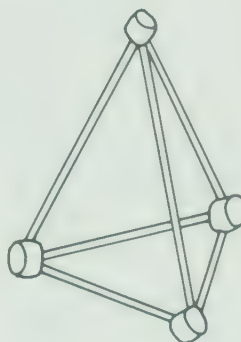
How many 's?

How many 's?




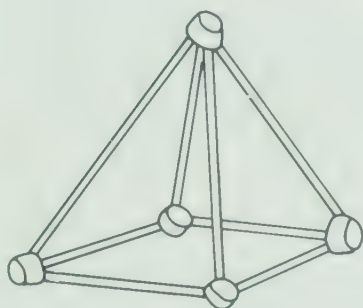
_____ 's


_____ 's



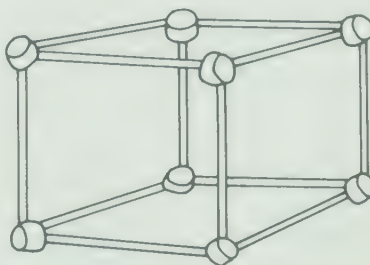
_____ 's


_____ 's




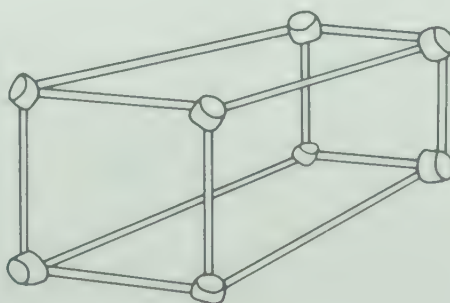
_____ 's

_____ 's



_____ 's

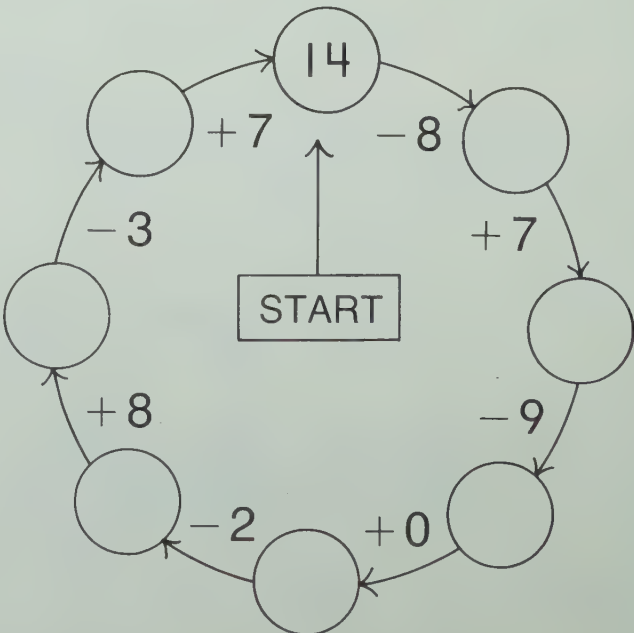
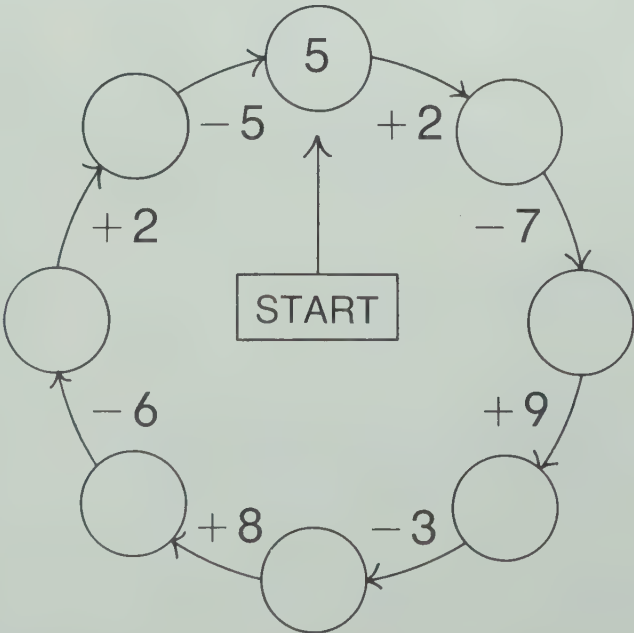
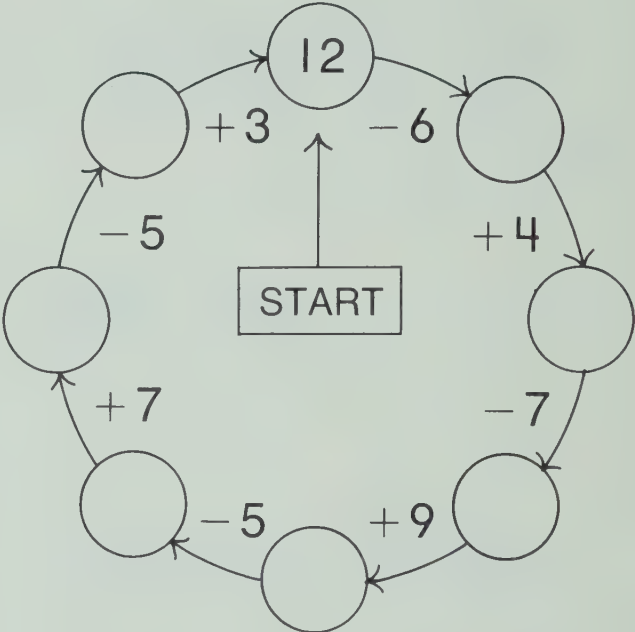
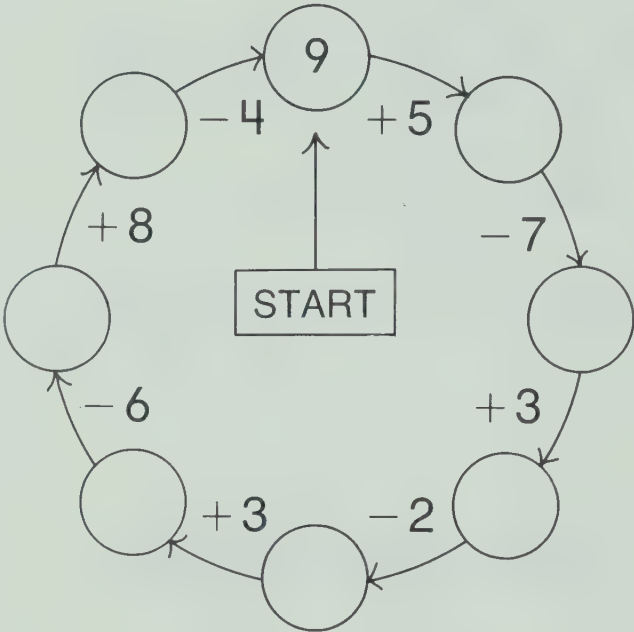
_____ 's






_____ 's


















_____ 's

Follow the path.



Complete.

Number of children in the family  means 1 child.		How many?
Marc	 	2
Chris		4
Tom		3
Ann		5
Jim		3

Where we eat lunch on school days  means 2 children.		How many?
At school	    	_____
At home	       	_____
At a friend's		_____
Other	 	_____

Name _____

Write the number sentence for each problem.
Show the answer.

I see 9 tall clowns.
I see 7 short clowns.
How many clowns in all?



I see 9 tall clowns.
I see 7 short clowns.
How many more clowns are tall?



_____ clowns

_____ clowns

I see 14 ponies.
8 ponies go away.
How many ponies are left?



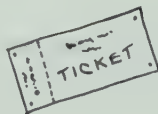
I see 6 lions.
I see 15 tigers.
How many more tigers?



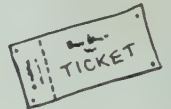
_____ ponies

_____ tigers

I have 6 tickets.
I get 5 more tickets.
How many tickets in all?



I have 11 tickets.
I use 3 tickets.
How many tickets are left?



_____ tickets

_____ tickets

I see 12 balloons.
3 balloons pop.
How many balloons are left?



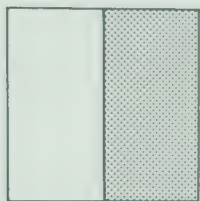
7 balloons are red.
2 balloons are green.
How many more balloons are red?



_____ balloons

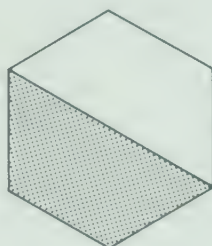
_____ balloons

What part is shaded? Ring the numeral.



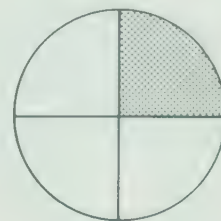
$\frac{1}{2}$

$\frac{1}{4}$



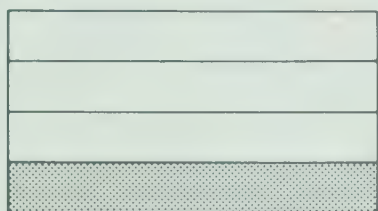
$\frac{1}{2}$

$\frac{1}{4}$



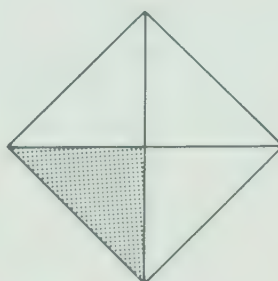
$\frac{1}{2}$

$\frac{1}{4}$



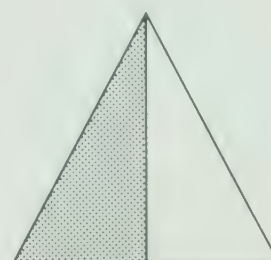
$\frac{1}{2}$

$\frac{1}{4}$



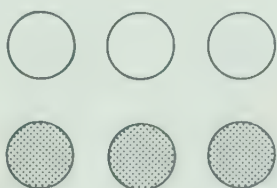
$\frac{1}{2}$

$\frac{1}{4}$



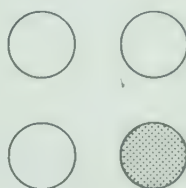
$\frac{1}{2}$

$\frac{1}{4}$



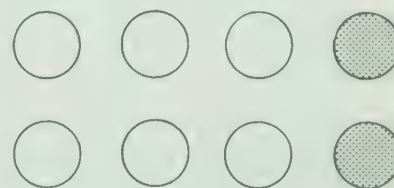
$\frac{1}{2}$

$\frac{1}{4}$



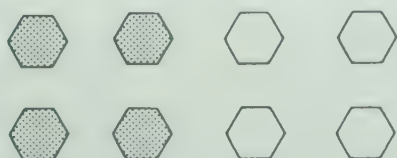
$\frac{1}{2}$

$\frac{1}{4}$



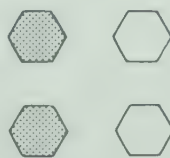
$\frac{1}{2}$

$\frac{1}{4}$



$\frac{1}{2}$

$\frac{1}{4}$



$\frac{1}{2}$

$\frac{1}{4}$



$\frac{1}{2}$

$\frac{1}{4}$

Write the time shown.



2:00



2:15



2:30



2:45



3:00



6:15



9:30



3:45



10:45



11:15



1:00



7:30

Show the number that is 1 greater.

Show the number that is 10 greater.

→ 1 greater
10 greater ↓

17	18
27	

46	

23	

51	

88	

35	

74	

62	

Add.

23	43	16	32	25	34
+31	+25	+20	+7	+24	+14

20	31	30	42	15	34
+69	+38	+40	+35	+70	+21

16	8	72	59	67	41
+13	+50	+21	+30	+21	+53

23	45	32	54	25	43
+45	+23	+54	+32	+43	+25

Show + and =.

3	-	4	=	7	8	5	13	9	3	9	12	0
5		4		6	10	3	3	6	11	8	8	16
2		3		5	9	5	14	1	6	3	9	14
8		8		9	17	7	4	11	16	6	9	15
6		5		11	0	8	8	5	5	10	18	3
4		4		1	5	7	12	2	9	11	6	10
1		1		1	3	12	2	2	2	6	0	15

Show - and =.

8		9	-	3	=	6	8	5	3	10	14	7	7
3		3		0	15	8	7	0	0	18	9	9	
12		3		9	4	16	9	7	10	2	8	3	
9		8		4	4	13	8	5	6	0	6	0	
15		6		3	2	1	14	9	5	11	7	4	
10		3		7	12	8	4	14	7	5	2	1	
4		5		4	1	17	9	8	12	6	6	1	

Complete.

Jim had 66 stamps.
He lost 12 stamps.
How many are left?

_____ stamps

Pat has 52¢.
She gets 35¢.
How much in all?

_____ ¢

¢

¢

Ann has 41 stamps.
She gets 28 stamps.
How many in all?

_____ stamps

I have 79¢.
I spend 43¢.
How much is left?

_____ ¢

¢

¢

Mike has 85 stamps.
Pat has 52 stamps.
How many more has Mike?

_____ stamps

I have 40¢.
I lose 10¢.
How much is left?

_____ ¢

¢

¢

Jim has 44 stamps.
Ann has 69 stamps.
How many fewer has Jim?

_____ stamps

I spend 36¢.
I spend 32¢.
How much in all?

_____ ¢

¢

¢

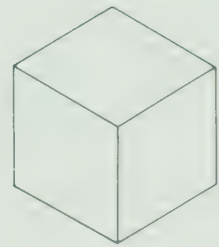
Color.



$$\frac{1}{2}$$



$$\frac{3}{4}$$



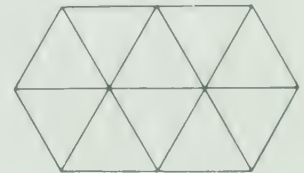
$$\frac{2}{3}$$



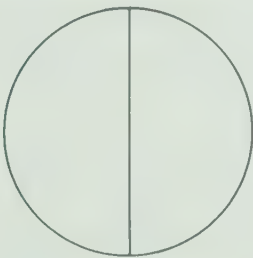
$$\frac{3}{10}$$



$$\frac{2}{4}$$



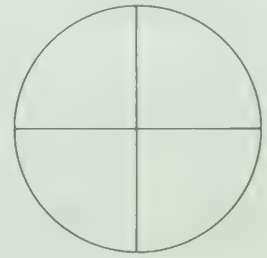
$$\frac{7}{10}$$



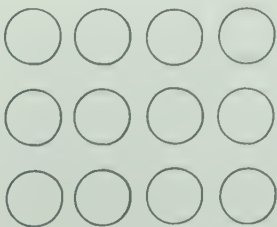
$$\frac{1}{2}$$



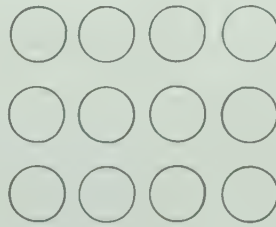
$$\frac{1}{3}$$



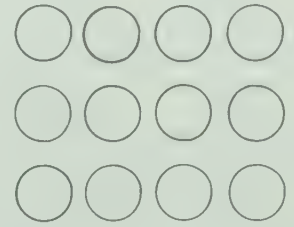
$$\frac{1}{4}$$



$$\frac{1}{2}$$

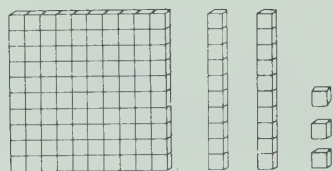


$$\frac{1}{3}$$

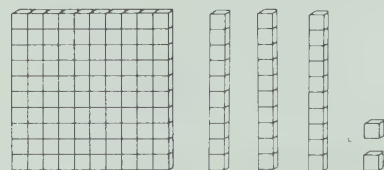


$$\frac{1}{4}$$

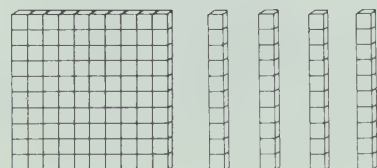
Complete.



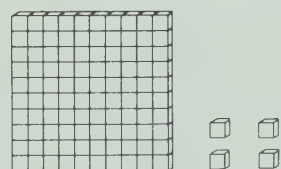
hundreds	tens	ones



hundreds	tens	ones



hundreds	tens	ones



hundreds	tens	ones

Count by ones.

147 148 149 _____

163 164 165 _____

Count by fives.

125 130 135 _____

155 160 165 _____

Count by tens.

120 130 140 _____

127 137 147 _____

Count by hundreds.

100 200 300 _____

Add or subtract.

+ →

5	2	
4	2	

+ →

6	3	
1	5	

+ →

2	6	
3	3	

- →

11	3	
5	1	

- →

16	9	
8	2	

- →

17	9	
8	6	

Print + or -.

$5 \bigcirc 3 = 8$

$4 \bigcirc 6 = 10$

$6 \bigcirc 4 = 10$

$8 \bigcirc 5 = 13$

$10 \bigcirc 7 = 3$

$6 \bigcirc 1 = 5$

$9 \bigcirc 3 = 12$

$4 \bigcirc 4 = 0$

$7 \bigcirc 7 = 14$

$16 \bigcirc 9 = 7$

$8 \bigcirc 5 = 3$

$8 \bigcirc 3 = 11$

$4 \bigcirc 4 = 8$

$13 \bigcirc 5 = 8$

$7 \bigcirc 6 = 13$

$9 \bigcirc 9 = 18$

$11 \bigcirc 9 = 2$

$12 \bigcirc 7 = 5$

$8 \bigcirc 7 = 15$

$17 \bigcirc 8 = 9$

$3 \bigcirc 0 = 3$

Add or subtract.

6	60	3	30	2	20
<u>+3</u>	<u>+30</u>	<u>+4</u>	<u>+40</u>	<u>+6</u>	<u>+60</u>

9	90	7	70	8	80
<u>-3</u>	<u>-30</u>	<u>-4</u>	<u>-40</u>	<u>-6</u>	<u>-60</u>

25	13	40	46	53	23
<u>+13</u>	<u>+25</u>	<u>+46</u>	<u>+40</u>	<u>+23</u>	<u>+53</u>

49	49	69	69	82	82
<u>-17</u>	<u>-32</u>	<u>-58</u>	<u>-11</u>	<u>-22</u>	<u>-60</u>

84	53	96	42	13	44
<u>-31</u>	<u>+31</u>	<u>-54</u>	<u>+54</u>	<u>+31</u>	<u>-31</u>






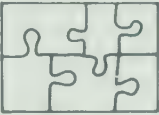






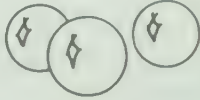
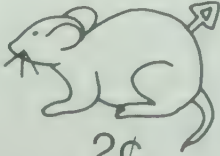

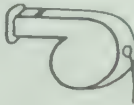

Follow the pattern. Complete.

98	97	96	95	<div><div></div><div></div></div>	<div><div></div><div></div></div>
<u>-46</u>	<u>-45</u>	<u>-44</u>	<u>-43</u>	<u>-</u> <div><div></div><div></div></div>	<u>-</u> <div><div></div><div></div></div>

Play the game with a partner.
Pretend you have 18¢ to spend.

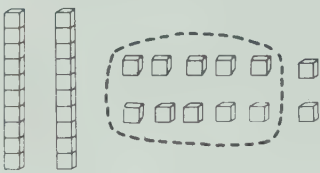
Use a  or
and a marker. 

SIDEWALK SALE

START	 2¢	 3¢	 5¢	 4¢
				 3¢
	 2¢	 4¢	 6¢	 4¢
	SOLD OUT!			
	 3¢	 2¢	 3¢	 2¢
				SOLD OUT!
END	 2¢	 2¢	 1¢	 4¢

Who has less money left,
you or your partner?

Ring 10 ones. Complete.



2 tens 12 ones

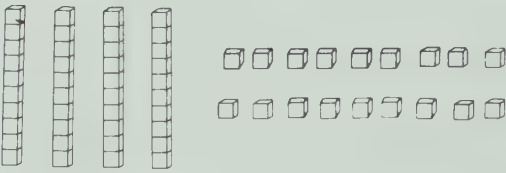
tens	ones
3	2

32



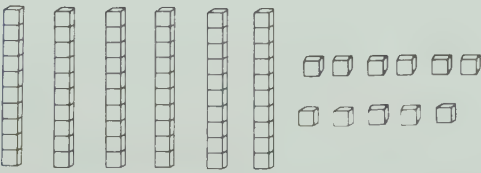
3 tens 15 ones

tens	ones



4 tens 18 ones

tens	ones



6 tens 11 ones

tens	ones

Complete.

5 tens 14 ones
____ tens ____ ones

1 ten 17 ones
____ tens ____ ones

7 tens 13 ones
____ tens ____ ones

2 tens 10 ones
____ tens ____ ones

5 tens 16 ones
____ tens ____ ones

8 tens 15 ones
____ tens ____ ones

Complete.

tens	ones
2	5
+ 1	5
4	0

tens	ones
3	3
+ 1	7

tens	ones
3	9
+ 2	1

tens	ones
5	6
+ 1	4

tens	ones
1	7
+ 1	5

tens	ones
1	3
+ 2	9

tens	ones
3	8
+ 3	4

tens	ones
2	6
+ 2	6

tens	ones
4	7
+ 2	6

tens	ones
1	9
+ 5	5

tens	ones
3	8
+ 4	7

tens	ones
3	8
+ 5	8

tens	ones
2	9
+ 6	9

tens	ones
1	6
+ 7	9

tens	ones
2	5
+ 3	6

tens	ones
4	9
+ 4	4

tens	ones
3	2
+ 1	8

tens	ones
1	4
+ 1	7

tens	ones
2	9
+ 5	3

tens	ones
4	8
+ 2	5

Complete.

$$\begin{array}{r}
 9 \\
 + 6 \\
 \hline
 15
 \end{array}
 \begin{array}{r}
 \boxed{1} \boxed{5} \\
 + 7 \\
 \hline
 \end{array}
 \begin{array}{r}
 \boxed{} \boxed{} \\
 + 8 \\
 \hline
 \end{array}
 \begin{array}{r}
 \boxed{} \boxed{} \\
 + 9 \\
 \hline
 \end{array}
 \begin{array}{r}
 \boxed{} \boxed{} \\
 + 10 \\
 \hline
 49
 \end{array}$$

$$\begin{array}{r}
 14 \\
 + 15 \\
 \hline
 \end{array}
 \begin{array}{r}
 \boxed{} \boxed{} \\
 + 16 \\
 \hline
 \end{array}
 \begin{array}{r}
 \boxed{} \boxed{} \\
 + 17 \\
 \hline
 \end{array}
 \begin{array}{r}
 \boxed{} \boxed{} \\
 + 18 \\
 \hline
 \end{array}
 \begin{array}{r}
 \boxed{} \boxed{} \\
 + 19 \\
 \hline
 99
 \end{array}$$

$$\begin{array}{r}
 3 \\
 + 15 \\
 \hline
 \end{array}
 \begin{array}{r}
 \boxed{} \boxed{} \\
 + 16 \\
 \hline
 \end{array}
 \begin{array}{r}
 \boxed{} \boxed{} \\
 + 17 \\
 \hline
 \end{array}
 \begin{array}{r}
 \boxed{} \boxed{} \\
 + 18 \\
 \hline
 \end{array}
 \begin{array}{r}
 \boxed{} \boxed{} \\
 + 19 \\
 \hline
 88
 \end{array}$$

Add.

$$\begin{array}{r}
 37 \\
 + 3 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 29 \\
 + 1 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 46 \\
 + 4 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 52 \\
 + 8 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 85 \\
 + 5 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 26 \\
 + 9 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 49 \\
 + 7 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 38 \\
 + 8 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 64 \\
 + 9 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 77 \\
 + 7 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 14 \\
 + 37 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 25 \\
 + 56 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 63 \\
 + 29 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 39 \\
 + 39 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 46 \\
 + 46 \\
 \hline
 \end{array}$$

Color three cards for the sum.
Complete the number sequence.

Show another way.

1 2 3 3 4

$$1 + 3 + 3 = 7$$

1 2 3 3 4

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 7$$

1 2 3 4 4

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 9$$

1 2 3 4 4

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 9$$

2 3 4 5 6

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 12$$

2 3 4 5 6

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 12$$

3 4 5 5 6

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 14$$

3 4 5 5 6

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 14$$

2 3 5 6 7

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 15$$

2 3 5 6 7

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 15$$

2 3 7 8 8

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 18$$

2 3 7 8 8

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 18$$

Solve each problem.
Show your work.

58 blocks are red.
26 blocks are blue.
How many blocks
are there in all?

_____ blocks

58 blocks are red.
26 blocks are blue.
How many more blocks
are red?

_____ blocks

I have 39 books.
You have 24 books.
How many more books
have I?

_____ books

I have 39 books.
You have 24 books.
How many books
do we have together?

_____ books

I bake 48 cookies.
I sell 35 cookies.
How many cookies
are left?

_____ cookies

I have 13 cookies.
I bake 58 cookies.
How many cookies
do I have now?

_____ cookies

Estimate the length of each snake in centimetres.

Then measure to check.

Estimate _____ cm

Measurement _____ cm



Estimate _____ cm

Measurement _____ cm



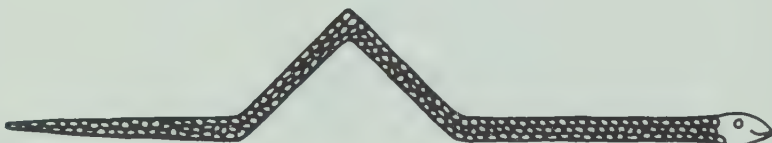
Estimate _____ cm

Measurement _____ cm



Estimate _____ cm

Measurement _____ cm



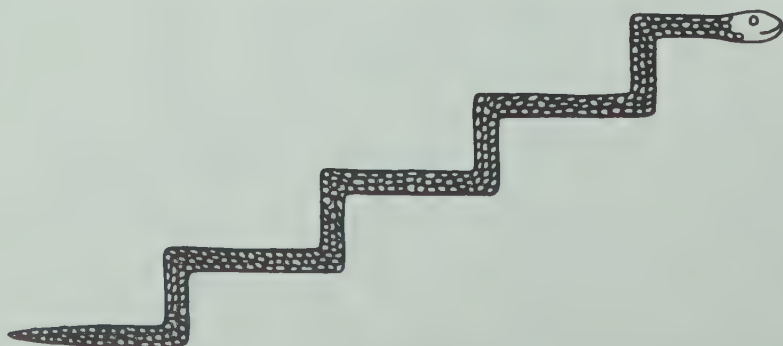
Estimate _____ cm

Measurement _____ cm

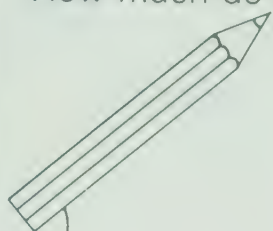


Estimate _____ cm

Measurement _____ cm



Choose two each time.
How much do you pay?



A 26¢



B 49¢



C 17¢



D 35¢



E 48¢

D

35¢

¢

¢

+ ¢

+ ¢

+ ¢

¢

¢

¢

¢

¢

¢

+ ¢

+ ¢

+ ¢

¢

¢

¢

Find the mistakes. Correct them.

C 17¢

C + 17¢

24¢

E 48¢

C + 17¢

51¢

E 48¢

D + 35¢

13¢

B 49¢

C + 17¢

65¢

D 35¢

B + 49¢

97¢

C 17¢

A + 49¢

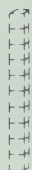
66¢

Regroup one ten to show more ones.

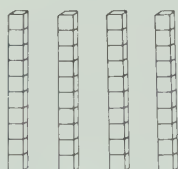


2 tens 3 ones

23



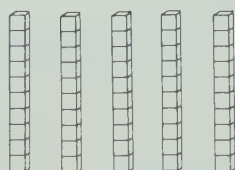
1 tens 13 ones



___ tens ___ ones

44

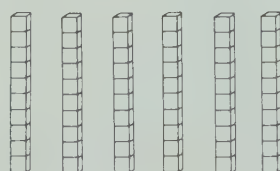
___ tens ___ ones



___ tens ___ ones

56

___ tens ___ ones



___ tens ___ ones

68

___ tens ___ ones

Complete.

—	6	9	7	8	5
14	8				

—	9	7	8	6
15				

—	3	7	1	6	4	2	5	9	8
10									

—	9
18	

—	8	4	9	3	7	6
13						

—	7	8	9
16			

—	9	8
17		

—	9	3	8	4	7	5	6
12							

—	9	8	7	6	5	4	3	2
11								

Complete.

tens	ones
3	10
4	0
-1	5
2	5

tens	ones
4	0
-1	7

tens	ones
5	0
-2	1

tens	ones
5	0
-2	4

tens	ones
6	2
-4	7

tens	ones
8	2
-3	5

tens	ones
3	2
-1	9

tens	ones
9	2
-4	6

tens	ones
6	1
-3	9

tens	ones
8	3
-2	8

tens	ones
7	5
-4	7

tens	ones
3	8
-1	9

tens	ones
4	6
-2	8

tens	ones
7	4
-3	6

tens	ones
5	4
-2	5

tens	ones
9	1
-8	3

tens	ones
6	2
-2	4

tens	ones
7	1
-1	6

tens	ones
5	3
-3	7

tens	ones
8	7
-5	8

Estimate how many kilograms for each mass.

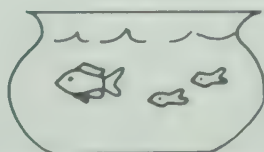
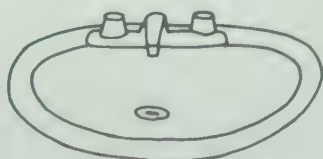
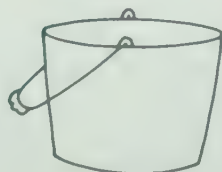
Measure to check.



Estimate	Measurement
about ____ kg	about ____ kg
about ____ kg	about ____ kg
about ____ kg	about ____ kg
about ____ kg	about ____ kg

Estimate how many litres will fill each.

Measure to check.



Estimate	Measurement
about ____ L	about ____ L
about ____ L	about ____ L
about ____ L	about ____ L
about ____ L	about ____ L

Complete.

$$\begin{array}{r} 3 \text{ } 10 \\ 40 \\ - 5 \\ \hline 35 \end{array} \quad \begin{array}{|c|c|} \hline 3 & 5 \\ \hline \end{array} \quad \begin{array}{r} - 6 \\ \hline \end{array} \quad \begin{array}{|c|c|} \hline & \\ \hline \end{array} \quad \begin{array}{r} - 7 \\ \hline \end{array} \quad \begin{array}{|c|c|} \hline & \\ \hline \end{array} \quad \begin{array}{r} - 8 \\ \hline \end{array} \quad \begin{array}{|c|c|} \hline & \\ \hline \end{array} \quad \begin{array}{r} - 9 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 92 \\ - 19 \\ \hline \end{array} \quad \begin{array}{|c|c|} \hline & \\ \hline \end{array} \quad \begin{array}{r} - 18 \\ \hline \end{array} \quad \begin{array}{|c|c|} \hline & \\ \hline \end{array} \quad \begin{array}{r} - 17 \\ \hline \end{array} \quad \begin{array}{|c|c|} \hline & \\ \hline \end{array} \quad \begin{array}{r} - 16 \\ \hline \end{array} \quad \begin{array}{|c|c|} \hline & \\ \hline \end{array} \quad \begin{array}{r} - 15 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 93 \\ - 14 \\ \hline \end{array} \quad \begin{array}{|c|c|} \hline & \\ \hline \end{array} \quad \begin{array}{r} - 15 \\ \hline \end{array} \quad \begin{array}{|c|c|} \hline & \\ \hline \end{array} \quad \begin{array}{r} - 16 \\ \hline \end{array} \quad \begin{array}{|c|c|} \hline & \\ \hline \end{array} \quad \begin{array}{r} - 17 \\ \hline \end{array} \quad \begin{array}{|c|c|} \hline & \\ \hline \end{array} \quad \begin{array}{r} - 18 \\ \hline 1 3 \end{array}$$

Subtract.

$$\begin{array}{r} 43 \\ - 38 \\ \hline \end{array} \quad \begin{array}{r} 60 \\ - 25 \\ \hline \end{array} \quad \begin{array}{r} 74 \\ - 56 \\ \hline \end{array} \quad \begin{array}{r} 82 \\ - 35 \\ \hline \end{array} \quad \begin{array}{r} 91 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ - 17 \\ \hline \end{array} \quad \begin{array}{r} 37 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 41 \\ - 15 \\ \hline \end{array} \quad \begin{array}{r} 33 \\ - 29 \\ \hline \end{array} \quad \begin{array}{r} 80 \\ - 47 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ - 29 \\ \hline \end{array} \quad \begin{array}{r} 96 \\ - 58 \\ \hline \end{array} \quad \begin{array}{r} 68 \\ - 19 \\ \hline \end{array} \quad \begin{array}{r} 85 \\ - 28 \\ \hline \end{array} \quad \begin{array}{r} 74 \\ - 35 \\ \hline \end{array}$$

How many square units are inside each shape?

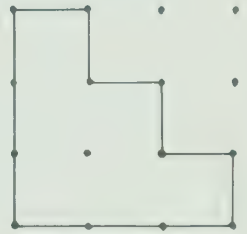




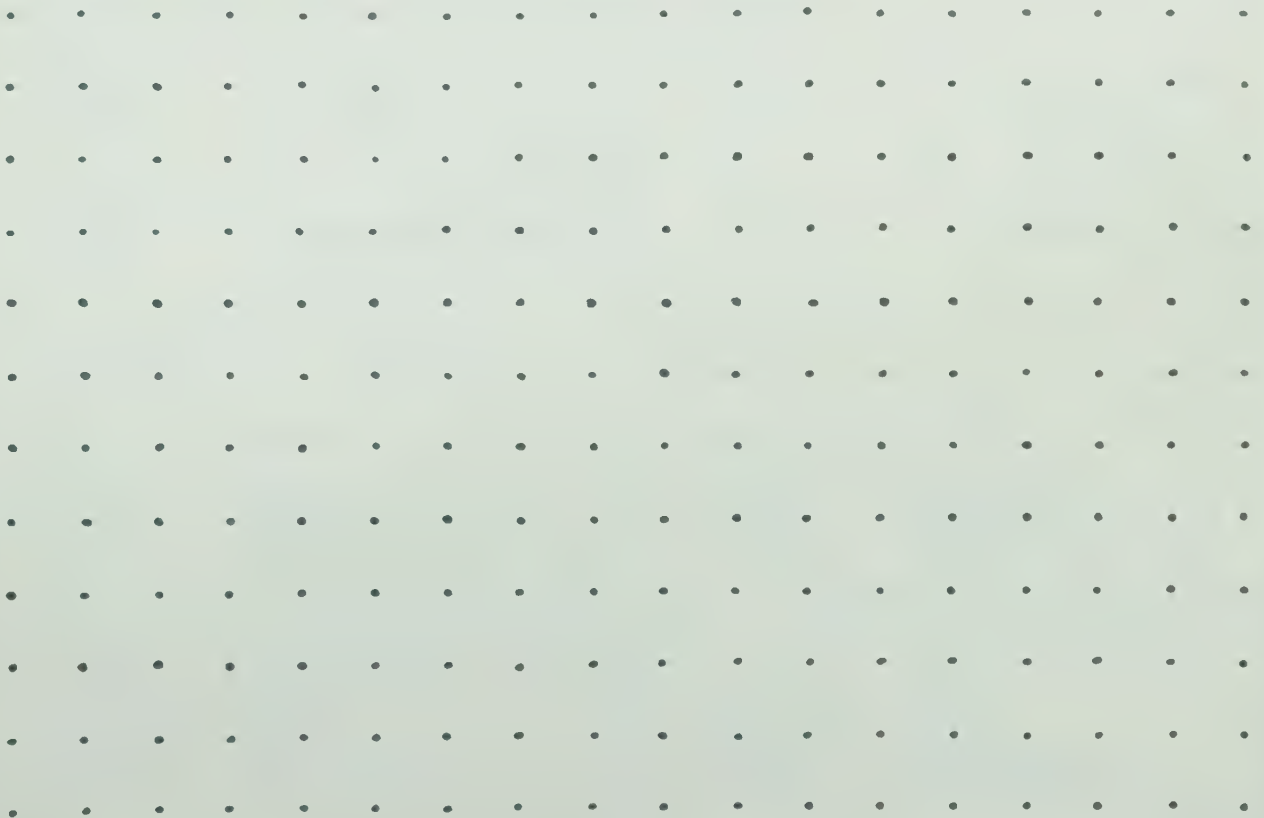








Draw different shapes having 5 square units inside.



Solve each problem.
Show your work.

I bake 46 cookies.
You bake 34 cookies.
How many cookies
do we bake in all?

_____ cookies

We bake 80 cookies.
We sell 68 cookies.
How many cookies
are left?

_____ cookies

You wash 53 dishes.
I wash 28 dishes.
How many more dishes
do you wash?

_____ dishes

You earn 55¢.
I earn 25¢.
How much do we earn
together?

_____ ¢

I have 78¢.
I spend 49¢.
How much
do I have now?

_____ ¢

You have 85¢
You spend 27¢.
How much
do you have now?

_____ ¢

I buy 60 marbles.
You buy 34 marbles.
How many more marbles
do I buy?

_____ marbles

You have 34 marbles.
You win 29 marbles.
How many marbles
do you have now?

_____ marbles

Buy one each time.

How much money do you have left?



35¢



49¢



56¢



68¢



47¢

I have 72 ¢.

I buy C for 56 ¢.

I have ¢ left.

I have 81 ¢.

I buy _____ for _____ ¢.

I have ¢ left.

I have 93 ¢.

I buy _____ for _____ ¢.

I have ¢ left.

I have 90 ¢.

I buy _____ for _____ ¢.

I have ¢ left.

Find the mistakes. Correct them.

I have 60¢.
I buy B for 49¢.
I have 21¢ left.

I have 91¢.
I buy D for 68¢.
I have 37¢ left.

I have 85¢.
I buy E for 56¢.
I have 29¢ left.

I have 52¢.
I buy A for 35¢.
I have 87¢ left.

Subtract. Then add to check.

$$\begin{array}{r} 44 \\ - 13 \\ \hline \end{array} \quad \nearrow \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ - 24 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ - 37 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ - 26 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ - 32 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 92 \\ - 60 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ - 54 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ - 43 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 94 \\ - 92 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

Solve each problem. Show your work.

75 children are in grade 1.
32 are boys.
How many girls
are in grade 1?

_____ girls

45 boys are in grade 2.
41 girls are in grade 2.
How many children
are in grade 2?

_____ children

Write a problem about
the children in your class.
Then solve the problem.

Subtract. Then add to check.

$$\begin{array}{r} 63 \\ - 27 \\ \hline \end{array} \quad \nearrow \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ - 19 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ - 46 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ - 39 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ - 56 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ - 25 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ - 28 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 92 \\ - 34 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ - 65 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

Solve each problem. Show your work.

63 marbles are in the bag.
I take 29 marbles.
How many are left?

_____ marbles

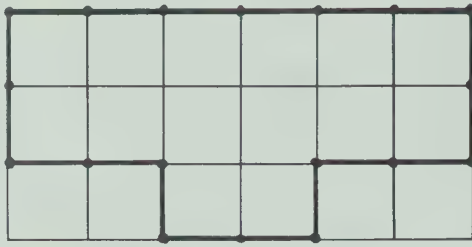
I have 39 marbles.
You have 36 marbles.
How many marbles
do we have in all?

_____ marbles

Write a problem about
some marbles in a bag.
Then solve the problem.

— shows one centimetre.

Find the distance around each shape.



_____ cm



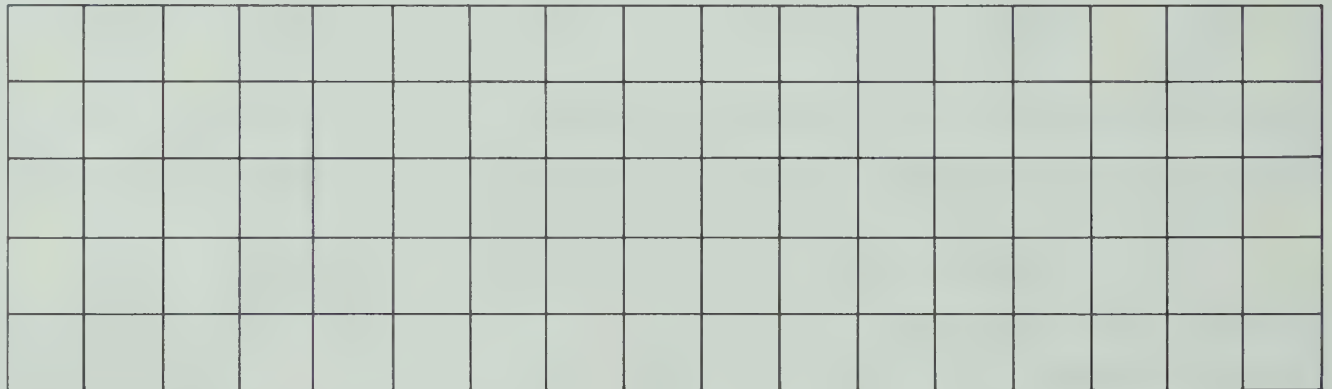
_____ cm



_____ cm

Follow lines. Draw three shapes.

Find the distance around each shape.

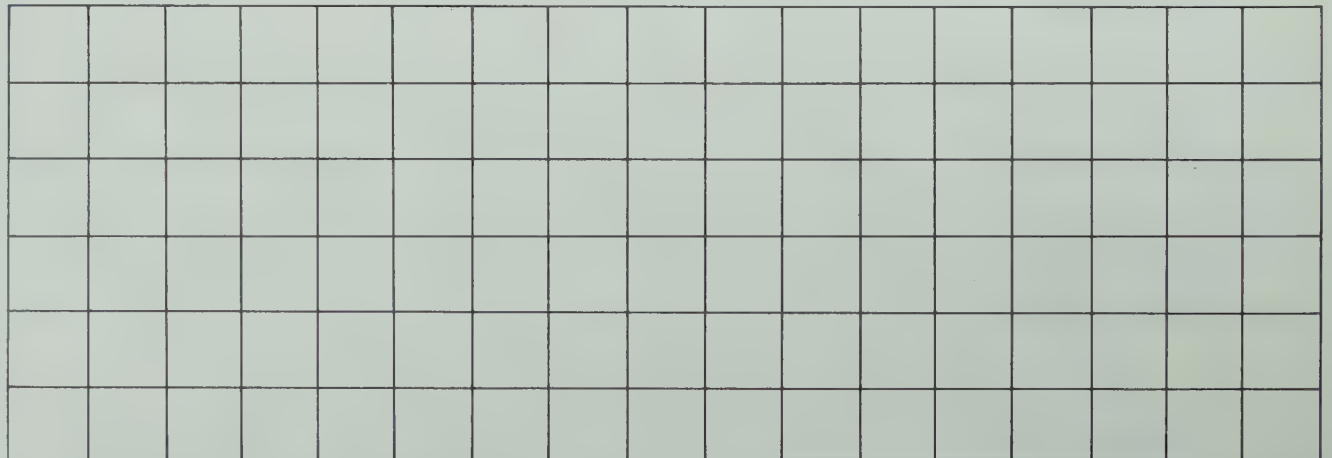


_____ cm

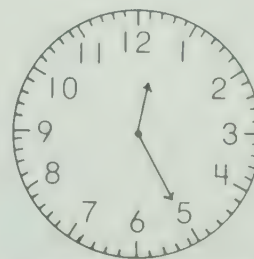
_____ cm

_____ cm

Draw two different shapes that are 16 cm around.



Write the time shown.



Ring the numerals that have
6 in the ones' place.

426 136 468 896 607 576

2 in the tens' place.

426 238 729 112 320 629

4 in the hundreds' place.

426 400 234 421 403 947

Show the numbers.

Before	
___	117
___	300
___	460
___	710

Between	
183 ___	185
369 ___	371
599 ___	601
976 ___	978

After	
240 ___	
499 ___	
503 ___	
879 ___	

Complete.

98	99	___	___	___	103	___	105
398	399	___	___	___	403	___	___
436	437	___	___	___	441	___	___
644	645	___	___	___	___	___	___
797	798	___	___	___	___	___	___
992	993	___	___	___	___	___	___

Complete the number puzzle.

		A	B		C	D		E	F	
G	H		I	J		K	L		M	N
	O	P		Q	R		S	T		

Across.

A	99	C	37	E	36	G	82	I	56
	<u>-52</u>		<u>+55</u>		<u>+35</u>		<u>-19</u>		<u>-17</u>

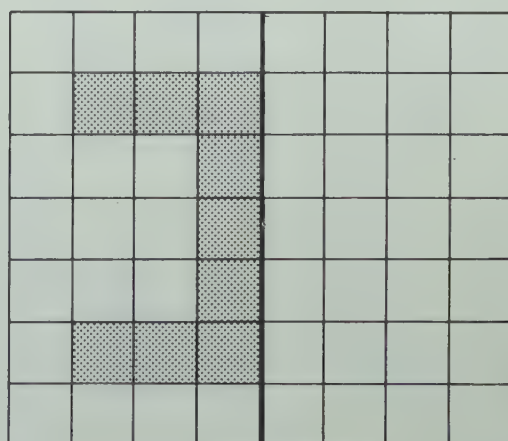
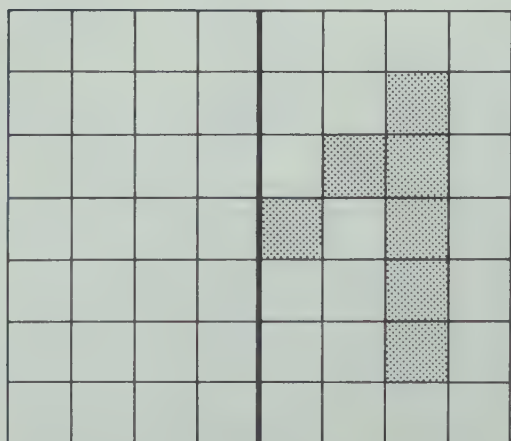
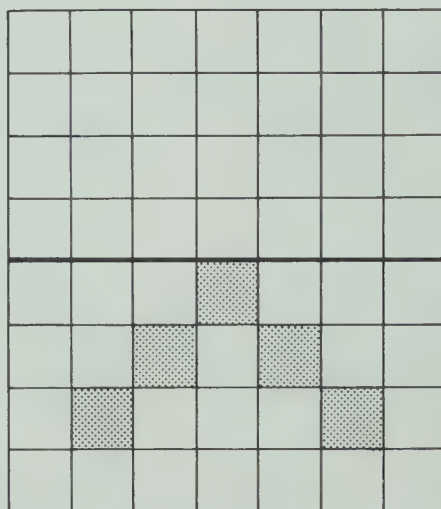
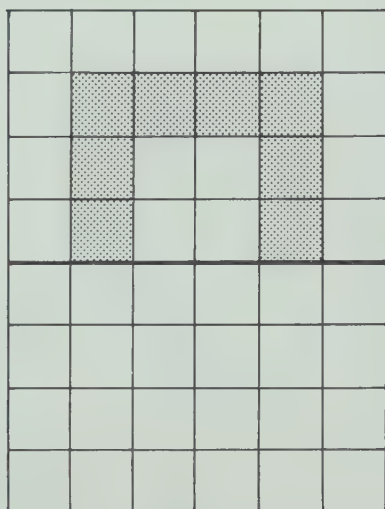
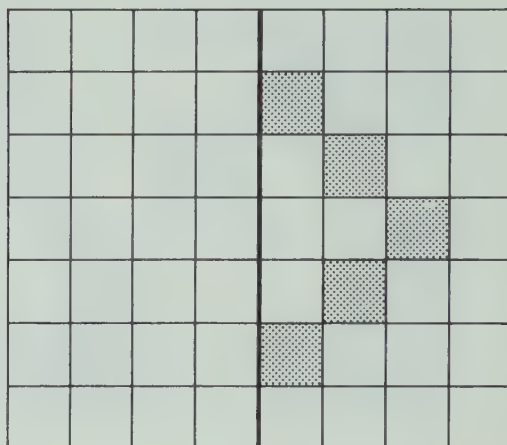
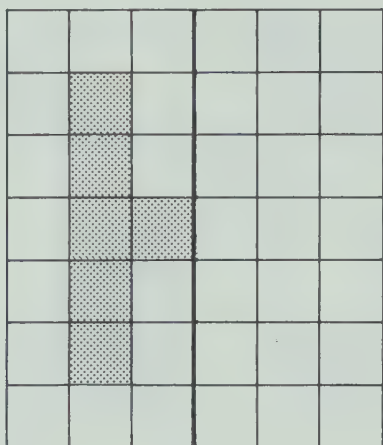
K	26	M	68	O	15	Q	28	S	80
	<u>+59</u>		<u>-31</u>		<u>+30</u>		<u>+39</u>		<u>-45</u>

Down.

B	16	D	80	F	51	H	82	J	38
	<u>+57</u>		<u>-52</u>		<u>-38</u>		<u>-48</u>		<u>+58</u>

L	5	N	29	P	67	R	66	T	71
	<u>+48</u>		<u>+41</u>		<u>-9</u>		<u>+5</u>		<u>-19</u>

Color to show the other half of each shape.
Use a mirror to check.



Complete.

$$\begin{array}{r} 63 \\ + \square 4 \\ \hline 87 \end{array}$$

$$\begin{array}{r} 12 \\ + 3 \square \\ \hline 46 \end{array}$$

$$\begin{array}{r} 23 \\ + \square \square \\ \hline 96 \end{array}$$

$$\begin{array}{r} 57 \\ - 3 \square \\ \hline 20 \end{array}$$

$$\begin{array}{r} 43 \\ - \square 2 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 93 \\ - \square \square \\ \hline 70 \end{array}$$

$$\begin{array}{r} 13 \\ + \square 2 \\ \hline 75 \end{array}$$

$$\begin{array}{r} 24 \\ + 2 \square \\ \hline 44 \end{array}$$

$$\begin{array}{r} 45 \\ + \square \square \\ \hline 89 \end{array}$$

$$\begin{array}{r} 52 \\ - \square 2 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 67 \\ - \square \square \\ \hline 63 \end{array}$$

$$\begin{array}{r} 86 \\ - \square \square \\ \hline 21 \end{array}$$

$$\begin{array}{r} 50 \\ + \square \square \\ \hline 86 \end{array}$$

$$\begin{array}{r} 42 \\ + \square \square \\ \hline 97 \end{array}$$

$$\begin{array}{r} 13 \\ + \square \square \\ \hline 83 \end{array}$$

$$\begin{array}{r} 78 \\ - \square \square \\ \hline 53 \end{array}$$

$$\begin{array}{r} 49 \\ - \square \square \\ \hline 34 \end{array}$$

$$\begin{array}{r} 96 \\ - \square \square \\ \hline 34 \end{array}$$

Solve. Show your work.

I have 47¢.

I spend 15¢.

How much is left?

_____¢

	¢
	¢
	¢

Write a problem
to match the exercise.

$$\begin{array}{r} 57¢ \\ - 37¢ \\ \hline 20¢ \end{array}$$

I have 33¢.

I earn 45¢.

How much do I have now?

_____¢

	¢
	¢
	¢

Complete.

$$\begin{array}{r} 23 \\ + 4 \square \\ \hline 71 \end{array} \quad \begin{array}{r} 56 \\ + \square 4 \\ \hline 80 \end{array} \quad \begin{array}{r} 19 \\ + \square \square \\ \hline 56 \end{array}$$

$$\begin{array}{r} 42 \\ - \square \\ \hline 33 \end{array} \quad \begin{array}{r} 54 \\ - \square 6 \\ \hline 18 \end{array} \quad \begin{array}{r} 71 \\ - \square \square \\ \hline 35 \end{array}$$

$$\begin{array}{r} 35 \\ + \square 5 \\ \hline 70 \end{array} \quad \begin{array}{r} 26 \\ + 1 \square \\ \hline 42 \end{array} \quad \begin{array}{r} 37 \\ + \square \square \\ \hline 84 \end{array}$$

$$\begin{array}{r} 80 \\ - 3 \square \\ \hline 47 \end{array} \quad \begin{array}{r} 92 \\ - \square 8 \\ \hline 54 \end{array} \quad \begin{array}{r} 64 \\ - \square \square \\ \hline 29 \end{array}$$

$$\begin{array}{r} 17 \\ + \square \square \\ \hline 65 \end{array} \quad \begin{array}{r} 69 \\ + \square \square \\ \hline 98 \end{array} \quad \begin{array}{r} 48 \\ + \square \square \\ \hline 73 \end{array}$$

$$\begin{array}{r} 86 \\ - \square \square \\ \hline 15 \end{array} \quad \begin{array}{r} 37 \\ - \square \square \\ \hline 8 \end{array} \quad \begin{array}{r} 66 \\ - \square \square \\ \hline 48 \end{array}$$

Solve. Show your work.

52 children have brown eyes.

29 children have blue eyes.

How many more children have brown eyes?

_____ children

Write a problem to match the exercise.

$$\begin{array}{r} 35 \\ + 48 \\ \hline 83 \end{array}$$

I have 52 sheets of white paper.

I have 29 sheets of colored paper.

How many sheets do I have in all?

_____ sheets

Match.

3 sets of 5



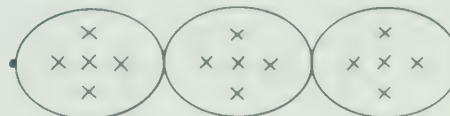
4 sets of 2



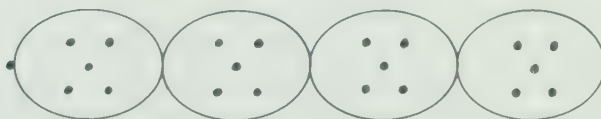
3 sets of 10



3 sets of 2



4 sets of 5



Draw.



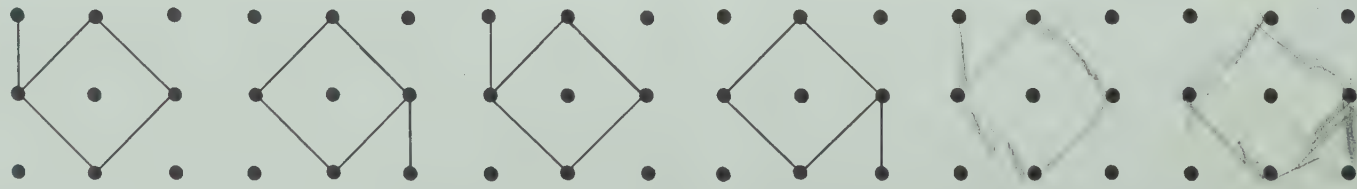
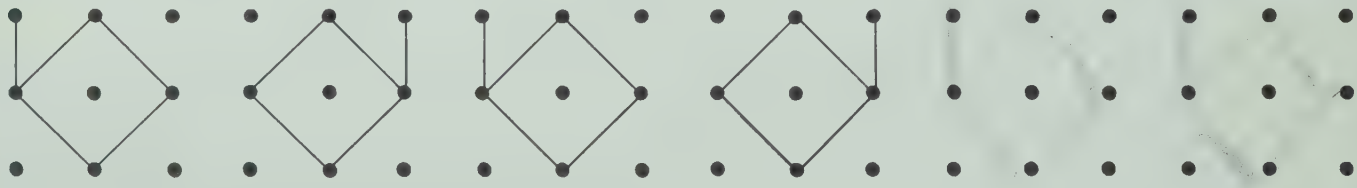
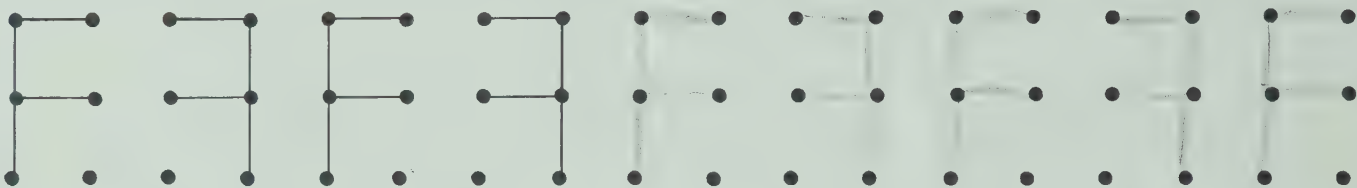
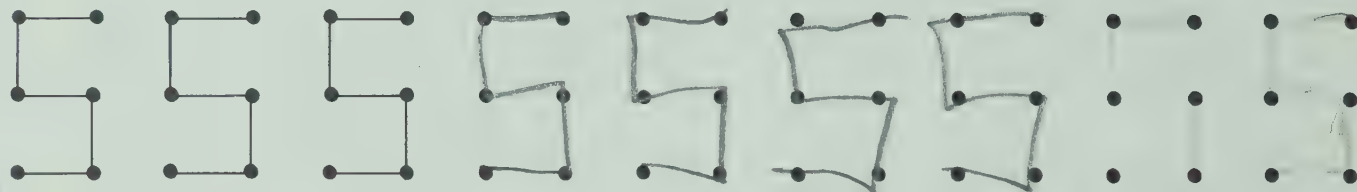
6 sets of 2

2 sets of 10

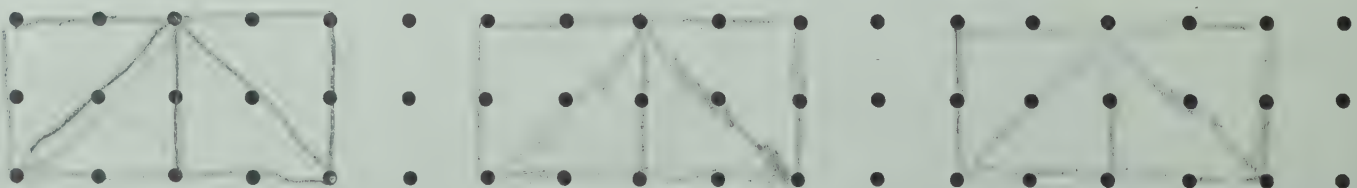
5 sets of 5

8 sets of 2

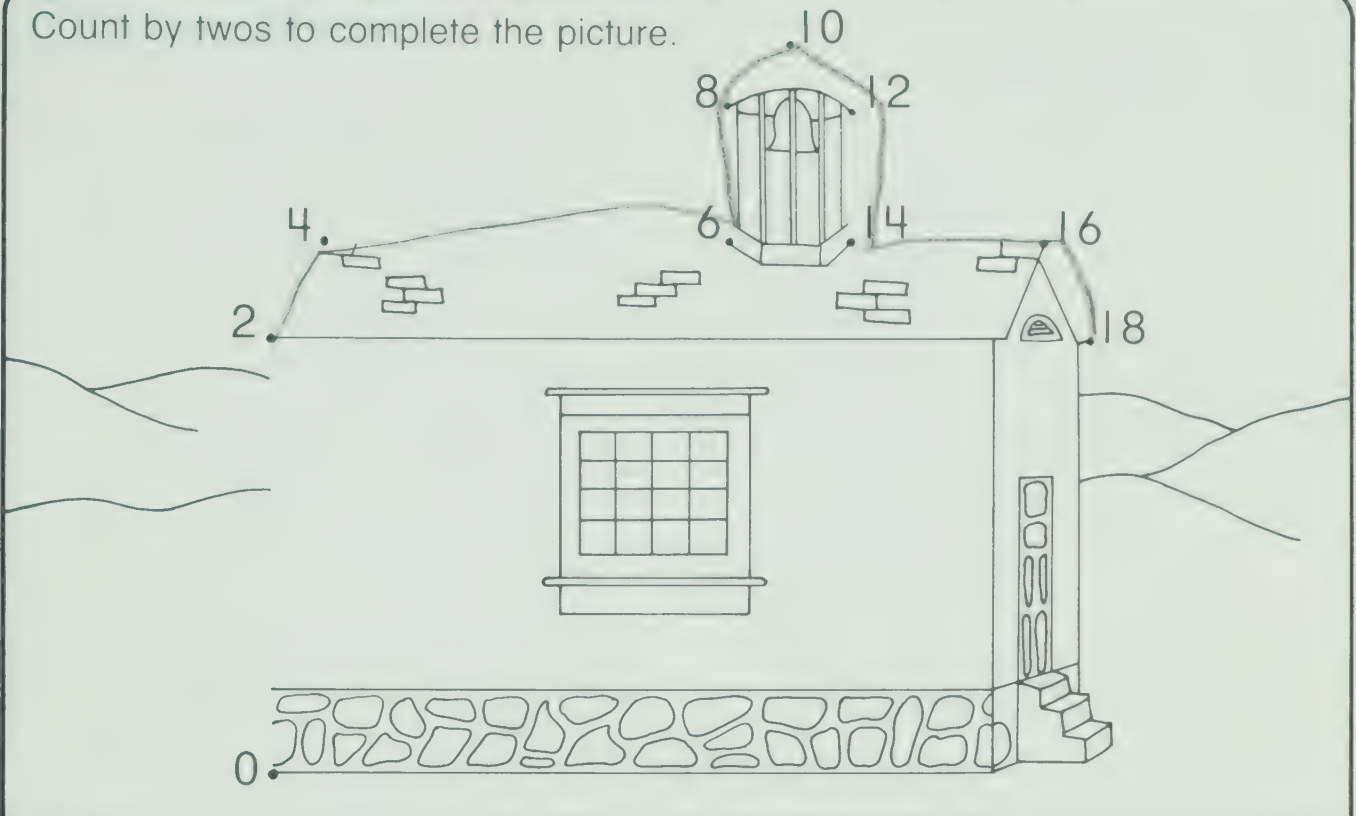
Continue the patterns.



Draw a pattern.



Count by twos to complete the picture.



Complete.

$4 \times 2 = \underline{8}$

$7 \times 10 = \underline{70}$

$3 \times 5 = \underline{15}$

$3 \times 10 = \underline{30}$

$4 \times 10 = \underline{40}$

$2 \times 2 = \underline{4}$

$2 \times 5 = \underline{10}$

$3 \times 2 = \underline{6}$

$6 \times 10 = \underline{60}$

$9 \times 10 = \underline{90}$

$9 \times 5 = \underline{45}$

$7 \times 5 = \underline{35}$

$6 \times 2 = \underline{12}$

$8 \times 10 = \underline{80}$

$5 \times 2 = \underline{10}$

$4 \times 5 = \underline{20}$

$9 \times 2 = \underline{18}$

$8 \times 5 = \underline{40}$

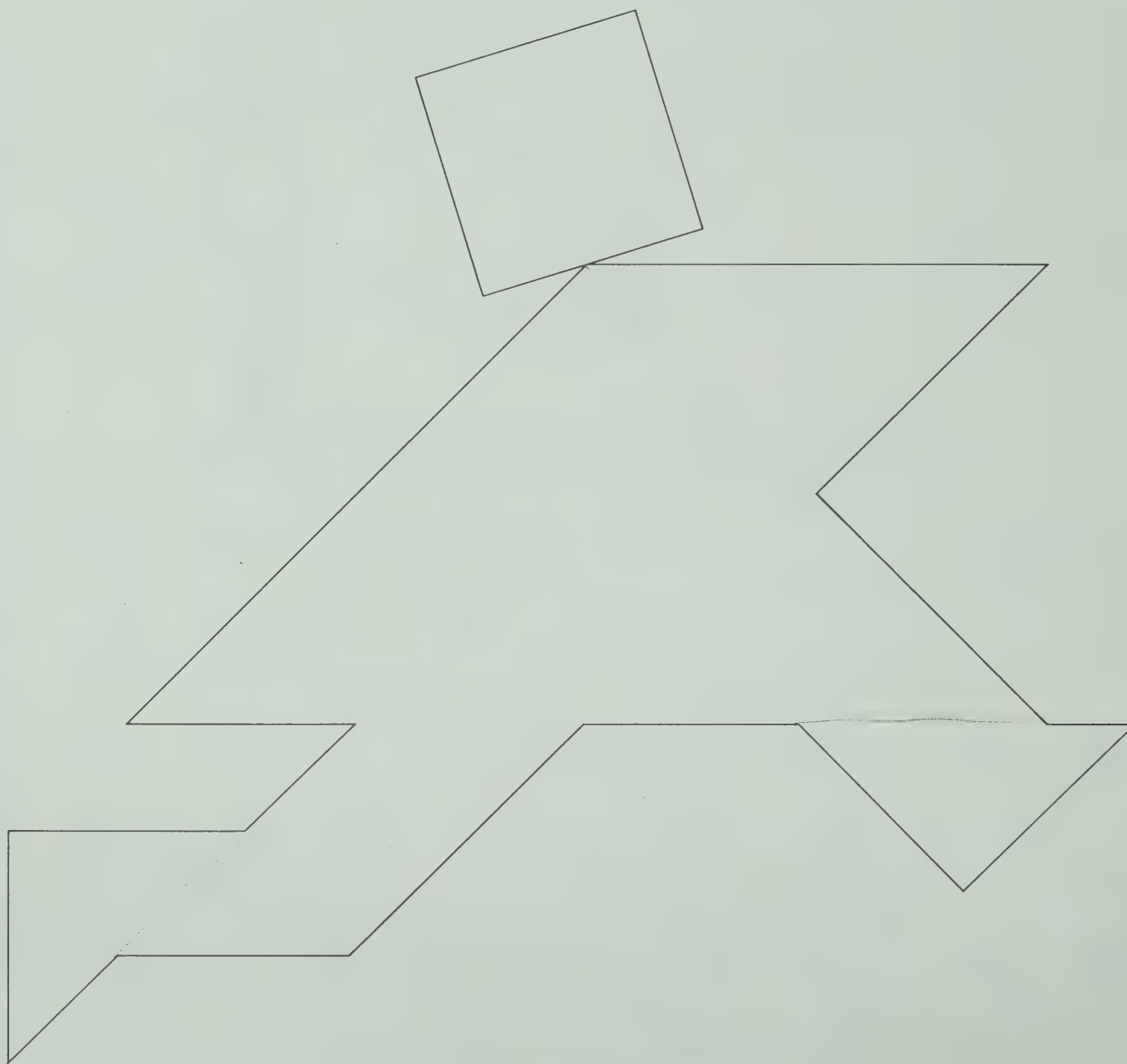
$1 \times 10 = \underline{10}$

$0 \times 5 = \underline{0}$

$8 \times 2 = \underline{16}$

Name _____

Use the seven pieces.
Make this picture.



Now make your own picture.
Trace around it on a piece of paper.
Have a friend try it.

Subtract. Add to check.

$$\begin{array}{r} 253 \\ -140 \\ \hline 113 \end{array} \quad \begin{array}{r} 113 \\ +253 \\ \hline 366 \end{array}$$

$$\begin{array}{r} 497 \\ -235 \\ \hline 262 \end{array} \quad \begin{array}{r} 262 \\ +235 \\ \hline 497 \end{array}$$

$$\begin{array}{r} 586 \\ -334 \\ \hline 252 \end{array} \quad \begin{array}{r} 252 \\ +334 \\ \hline 586 \end{array}$$

$$\begin{array}{r} 895 \\ -435 \\ \hline 460 \end{array} \quad \begin{array}{r} 460 \\ +435 \\ \hline 895 \end{array}$$

$$\begin{array}{r} 627 \\ -324 \\ \hline 303 \end{array} \quad \begin{array}{r} 303 \\ +324 \\ \hline 627 \end{array}$$

$$\begin{array}{r} 758 \\ -732 \\ \hline 26 \end{array} \quad \begin{array}{r} 26 \\ +732 \\ \hline 758 \end{array}$$

$$\begin{array}{r} 359 \\ -354 \\ \hline 005 \end{array} \quad \begin{array}{r} 005 \\ +359 \\ \hline 364 \end{array}$$

$$\begin{array}{r} 889 \\ -345 \\ \hline 544 \end{array} \quad \begin{array}{r} 544 \\ +345 \\ \hline 889 \end{array}$$

$$\begin{array}{r} 576 \\ -111 \\ \hline 465 \end{array} \quad \begin{array}{r} 465 \\ +111 \\ \hline 576 \end{array}$$

$$\begin{array}{r} 654 \\ -321 \\ \hline 333 \end{array} \quad \begin{array}{r} 333 \\ +321 \\ \hline 654 \end{array}$$

Solve. Show your work.

There are 423 large fish.

There are 136 small fish.

How many fish
are there in all?559 fish

There are 576 large fish.

There are 234 small fish.

How many more
large fish are
there?342 fish

Subtract. Add to check.

$$\begin{array}{r} 394 \\ - 127 \\ \hline 267 \end{array} \quad \begin{array}{r} 267 \\ + 314 \\ \hline 581 \end{array}$$

$$\begin{array}{r} 471 \\ - 26 \\ \hline 445 \end{array} \quad \begin{array}{r} 455 \\ + 471 \\ \hline 926 \end{array}$$

$$\begin{array}{r} 563 \\ + 217 \\ \hline 780 \end{array} \quad \begin{array}{r} 780 \\ + 563 \\ \hline 1343 \end{array}$$

$$\begin{array}{r} 854 \\ - 329 \\ \hline 525 \end{array} \quad \begin{array}{r} 525 \\ + 854 \\ \hline 1379 \end{array}$$

$$\begin{array}{r} 746 \\ - 108 \\ \hline 638 \end{array} \quad \begin{array}{r} 638 \\ + 108 \\ \hline 746 \end{array}$$

$$\begin{array}{r} 658 \\ - 129 \\ \hline 529 \end{array} \quad \begin{array}{r} 529 \\ + 658 \\ \hline 1187 \end{array}$$

$$\begin{array}{r} 995 \\ - 649 \\ \hline 346 \end{array} \quad \begin{array}{r} 346 \\ + 649 \\ \hline 995 \end{array}$$

$$\begin{array}{r} 780 \\ - 137 \\ \hline 643 \end{array} \quad \begin{array}{r} 643 \\ + 137 \\ \hline 780 \end{array}$$

$$\begin{array}{r} 674 \\ - 566 \\ \hline 108 \end{array} \quad \begin{array}{r} 108 \\ + 566 \\ \hline 674 \end{array}$$

$$\begin{array}{r} 456 \\ - 119 \\ \hline 337 \end{array} \quad \begin{array}{r} 337 \\ + 456 \\ \hline 793 \end{array}$$

Solve. Show your work.

There are 136 children.

There are 328 adults.

How many people
are there in all?

_____ people

There are 463 people.

329 people are adults.

How many are
children?

_____ children

Count by ones.

35	36	37	_____	_____	_____	_____	_____
95	96	97	_____	_____	_____	_____	_____
436	437	438	_____	_____	_____	_____	_____

Count by twos.

12	14	16	_____	_____	_____	_____	_____
64	66	68	_____	_____	_____	_____	_____

Count by fives.

5	10	15	_____	_____	_____	_____	_____
60	65	70	_____	_____	_____	_____	_____

Count by tens.

30	40	50	_____	_____	_____	_____	_____
23	33	43	_____	_____	_____	_____	_____

Count by hundreds.

100	200	300	_____	_____	_____	_____	_____
-----	-----	-----	-------	-------	-------	-------	-------

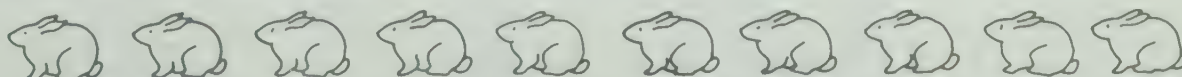
Print.

eleven _____ seventeen _____ fifty-three _____ eighty _____

Color the second rabbit brown.

Color the ninth rabbit yellow.

Color the fifth rabbit blue.



Show the numbers.

Before
____ 15
____ 90
____ 188
____ 400

Between
19 ____ 21
74 ____ 76
279 ____ 281
499 ____ 501

After
29 ____
66 ____
109 ____
630 ____

Write < or >.

14 ○ 20

65 ○ 56

29 ○ 30

70 ○ 60

42 ○ 24

80 ○ 92

Complete.

3 tens 4 ones = ____

42 = ____ tens ____ ones

6 tens 0 ones = ____

53 = ____ tens ____ ones

8 tens 9 ones = ____

90 = ____ tens ____ ones

1 hundred 2 tens 4 ones = ____

247 = ____ hundreds ____ tens ____ ones

5 hundreds 0 tens 7 ones = ____

410 = ____ hundreds ____ tens ____ ones

Add or subtract.

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 11\text{¢} \\ - 6\text{¢} \\ \hline \text{¢} \end{array}$$

$$\begin{array}{r} 4 \\ 0 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ 2 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ 5 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4\text{¢} \\ 5\text{¢} \\ + 6\text{¢} \\ \hline \text{¢} \end{array}$$

Write the related facts.

$3 + 7 = 10$ _____

Complete.

____ + 4 = 13

7 + ____ = 11

____ + 8 = 17

Print + or -.

$7 \bigcirc 4 = 3$

$8 \bigcirc 7 = 15$

$9 \bigcirc 9 = 0$

$7 \bigcirc 5 = 12$

$7 \bigcirc 2 = 5$

$12 \bigcirc 3 = 9$

Complete.

I have 11¢

I spend 8¢

I have ____¢ left.

I have 9¢.

I get 5¢.

I have ____¢ in all.

I have 10¢.

You have 3¢.

I have ____¢ more than you.

Add or subtract.

40	50	6	39	58	60¢
+30	-40	+52	-9	-20	+38¢
					¢

67	83	45	79	34	71¢
-26	-63	+52	-45	+24	+27¢
					¢

Solve. Show your work.

We bake 43 cookies.
We eat 32 cookies.
How many cookies
are left?

_____ cookies

We bake 39 cookies.
Then we bake 30 cookies.
How many cookies in all
do we bake?

_____ cookies

Add or subtract.

$$\begin{array}{r} 20 \\ - 6 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ + 19 \\ \hline \end{array} \quad \begin{array}{r} 42 \\ - 18 \\ \hline \end{array} \quad \begin{array}{r} 25 \\ + 26 \\ \hline \end{array} \quad \begin{array}{r} 56 \\ - 29 \\ \hline \end{array} \quad \begin{array}{r} 38\text{¢} \\ + 34\text{¢} \\ \hline \end{array}$$

¢

$$\begin{array}{r} 57 \\ + 39 \\ \hline \end{array} \quad \begin{array}{r} 80 \\ - 45 \\ \hline \end{array} \quad \begin{array}{r} 25 \\ + 65 \\ \hline \end{array} \quad \begin{array}{r} 75 \\ - 28 \\ \hline \end{array} \quad \begin{array}{r} 36 \\ + 36 \\ \hline \end{array} \quad \begin{array}{r} 96\text{¢} \\ - 48\text{¢} \\ \hline \end{array}$$

¢

Solve. Show your work.

52 cars are new.
27 cars are old.
How many more
cars are new?

_____ cars

35 cars are new.
45 cars are old.
How many cars
are there in all?

_____ cars

Subtract. Then add to check.

$$\begin{array}{r} 29 \\ - 6 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ - 32 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ - 39 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

Add or subtract.

$$\begin{array}{r} 321 \\ + 123 \\ \hline \end{array} \quad \begin{array}{r} 849 \\ - 123 \\ \hline \end{array} \quad \begin{array}{r} 406 \\ + 72 \\ \hline \end{array} \quad \begin{array}{r} 738 \\ - 235 \\ \hline \end{array} \quad \begin{array}{r} 380 \\ + 417 \\ \hline \end{array}$$

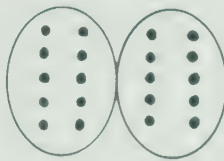
$$\begin{array}{r} 125 \\ + 125 \\ \hline \end{array} \quad \begin{array}{r} 530 \\ - 116 \\ \hline \end{array} \quad \begin{array}{r} 275 \\ - 239 \\ \hline \end{array} \quad \begin{array}{r} 176 \\ + 309 \\ \hline \end{array} \quad \begin{array}{r} 484 \\ - 126 \\ \hline \end{array}$$

Complete.



___ sets of 5

___ × ___ = ___



___ sets of 10

___ × ___ = ___



___ sets of 2

___ × ___ = ___

$3 \times 2 = \underline{\quad}$

$6 \times 5 = \underline{\quad}$

$4 \times 10 = \underline{\quad}$

$9 \times 2 = \underline{\quad}$

$7 \times 10 = \underline{\quad}$

$10 \times 5 = \underline{\quad}$

$1 \times 5 = \underline{\quad}$

$2 \times 2 = \underline{\quad}$

$6 \times 10 = \underline{\quad}$

How much?



___ ¢



___ ¢



___ ¢

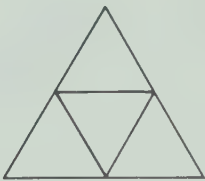


___ ¢

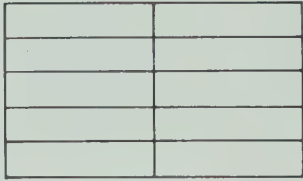
Color.



$$\frac{1}{2}$$



$$\frac{3}{4}$$



$$\frac{7}{10}$$



$$\frac{2}{3}$$



$$\frac{1}{4}$$

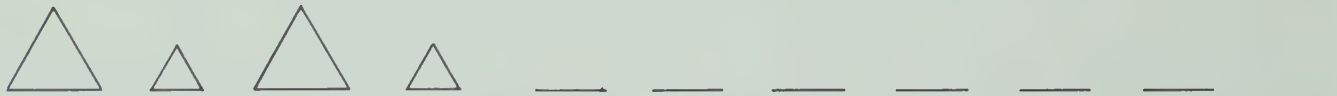


$$\frac{1}{3}$$

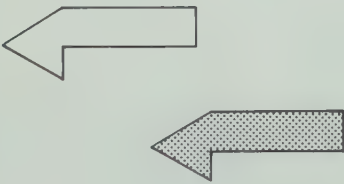


$$\frac{1}{2}$$

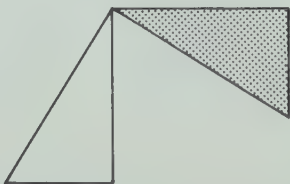
Complete.



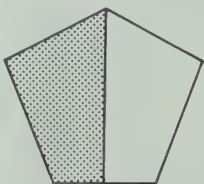
How can you make the grey shape fit the white shape?



Slide Flip Turn

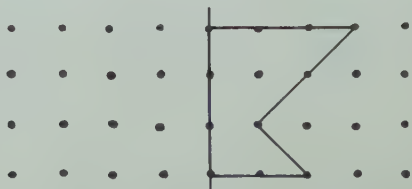
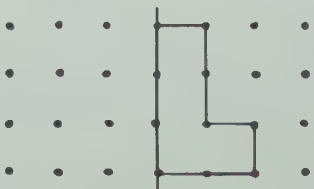


Slide Flip Turn



Slide Flip Turn

Draw the other half of each shape.



Estimate the length in centimetres. Then measure.

_____ Estimate ____ cm
Measurement ____ cm

_____ Estimate ____ cm
Measurement ____ cm

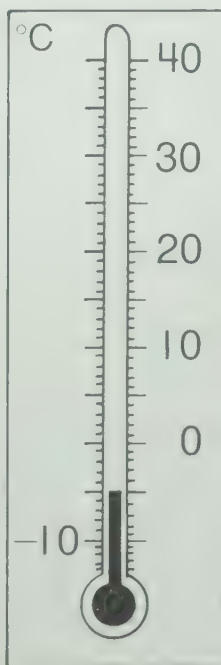
Write the time shown.



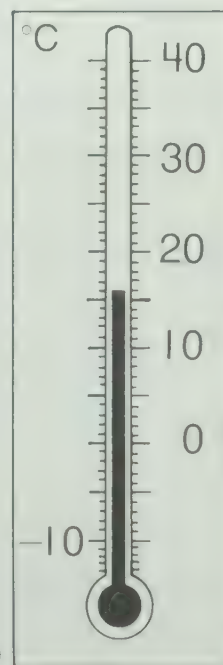
Write the temperature shown.



_____ °C

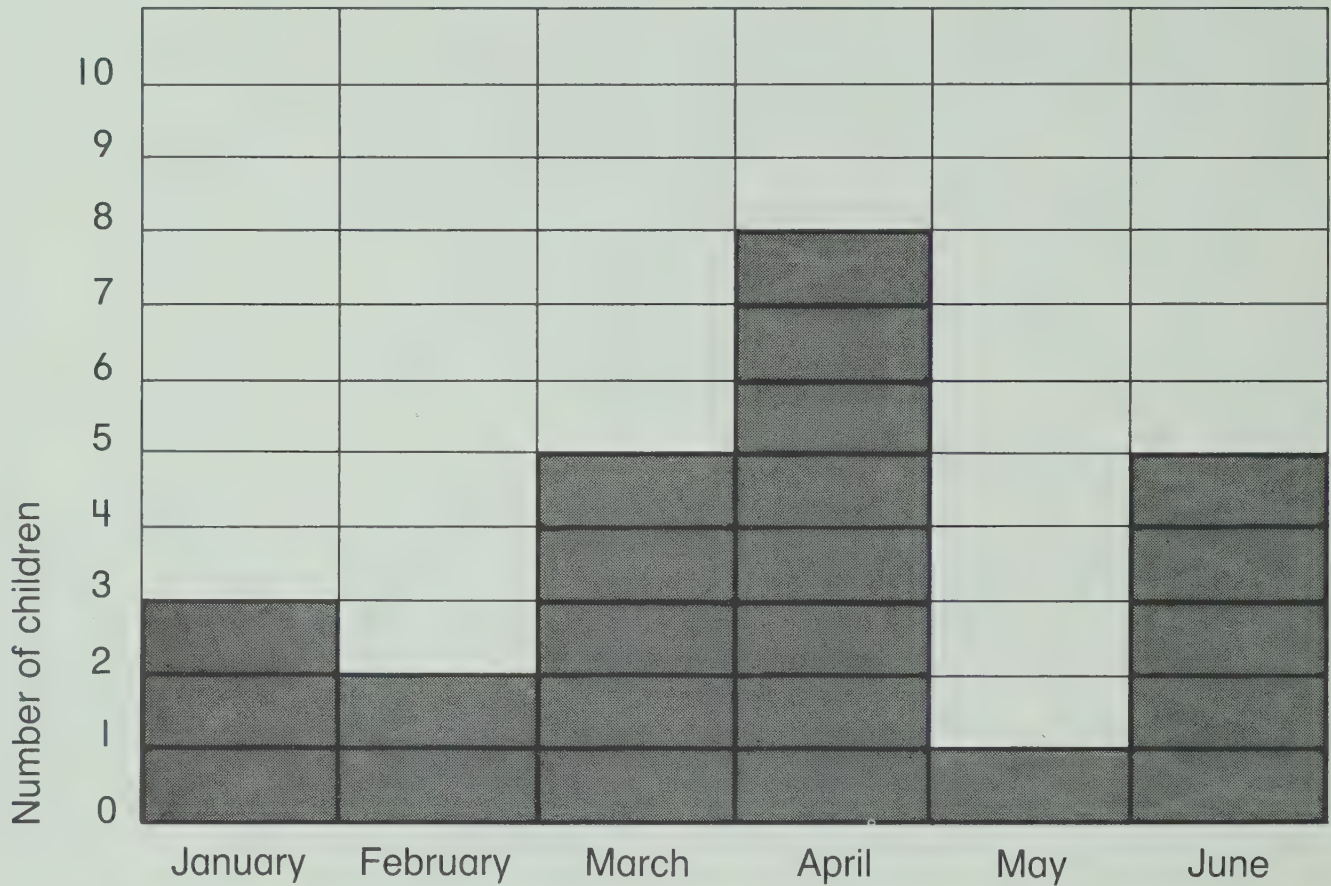


_____ °C below zero



_____ °C

Birthdays



Complete.

How many children have a birthday
in March? _____ in January? _____ in June? _____

Are there more birthdays
in February or in March? _____ How many more? _____

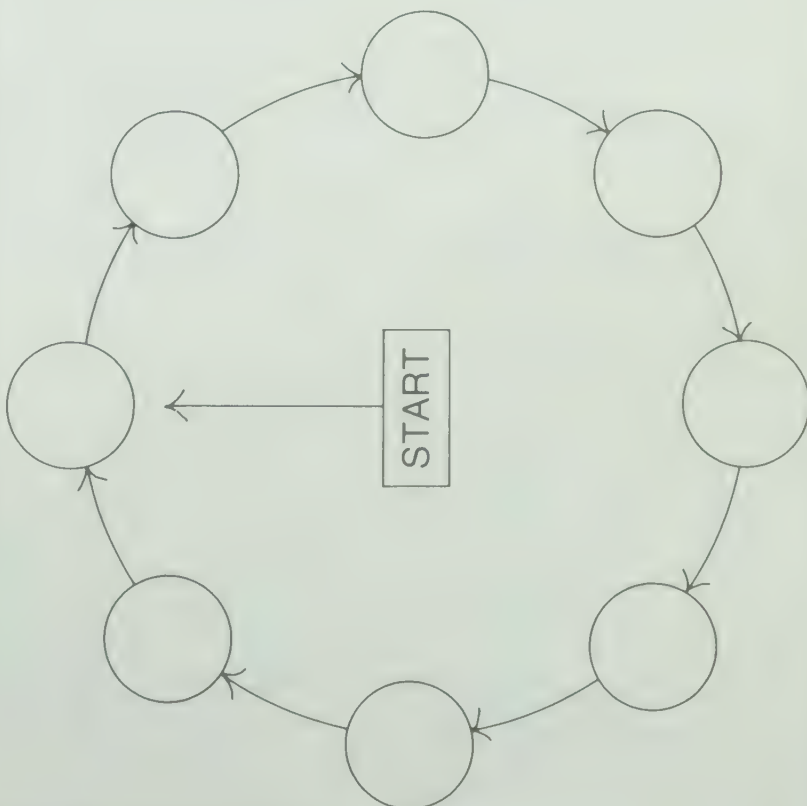
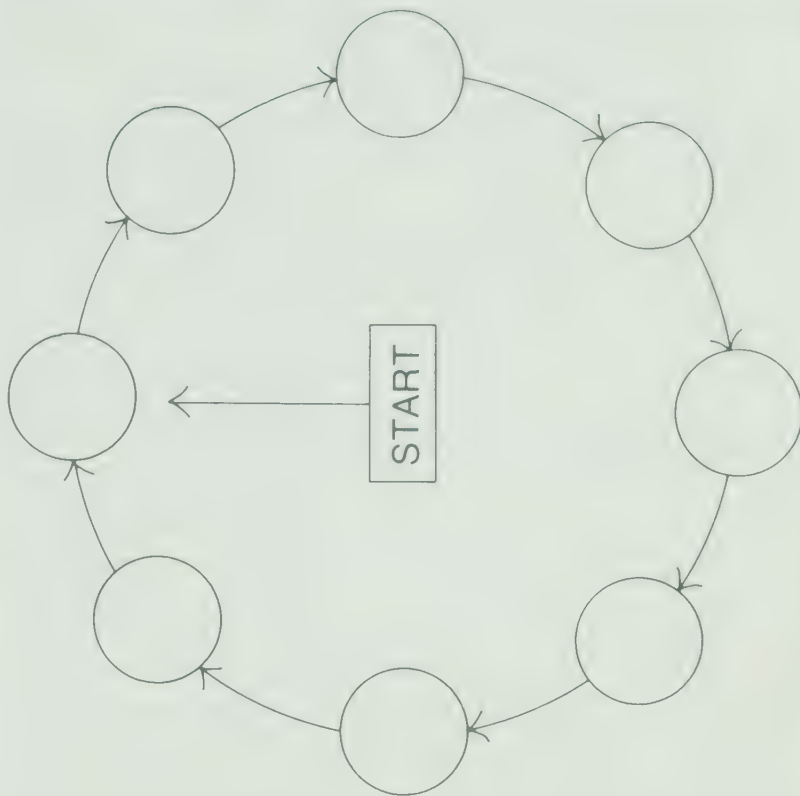
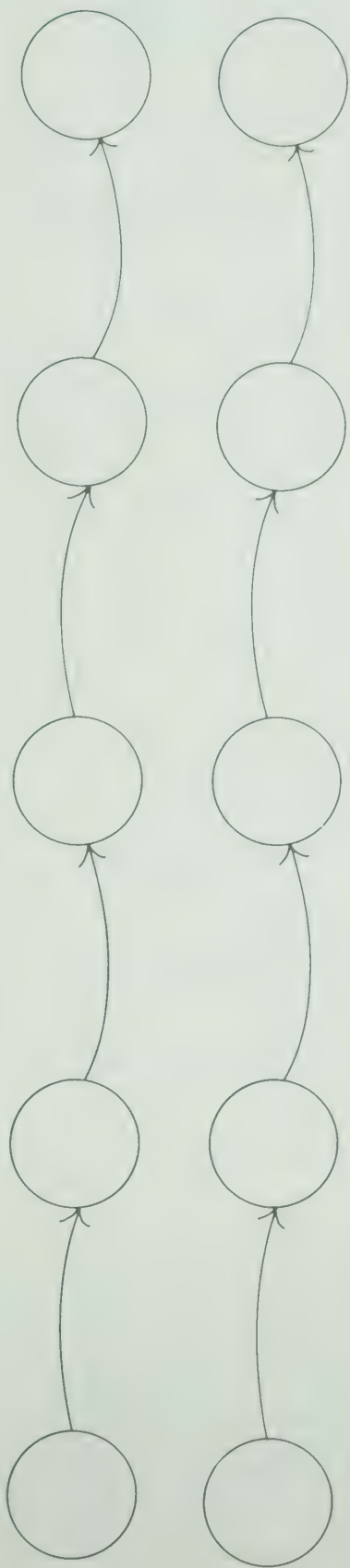
Which month has the fewest birthdays? _____

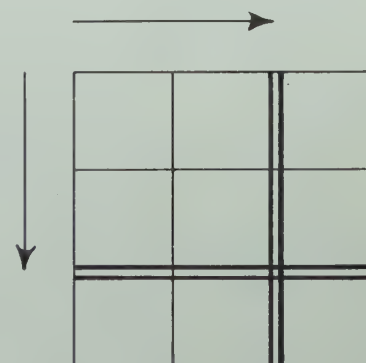
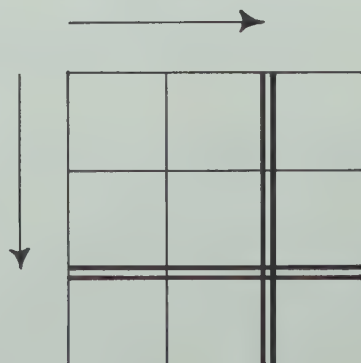
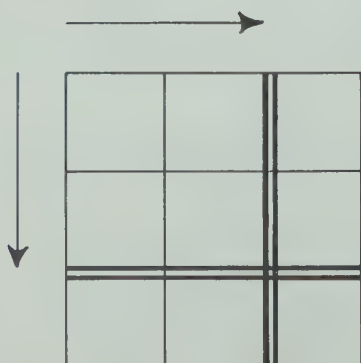
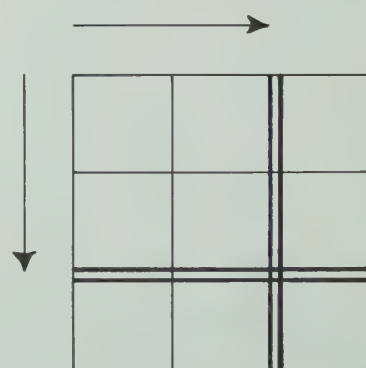
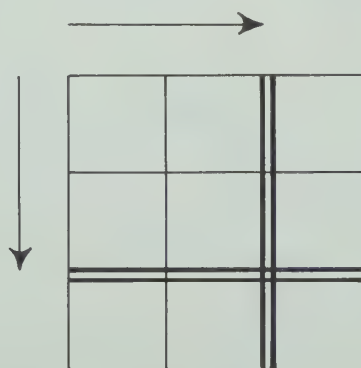
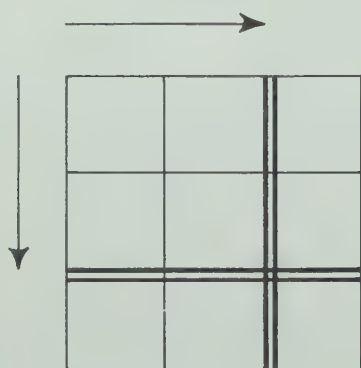
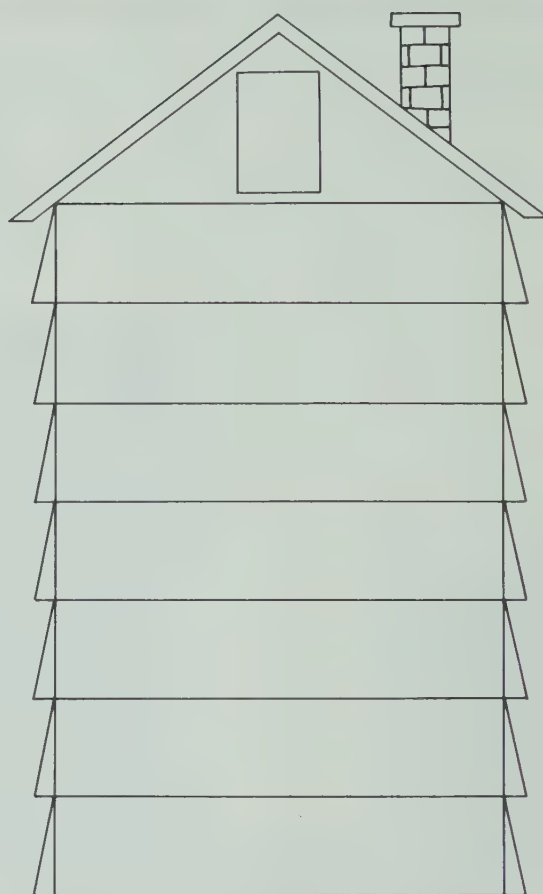
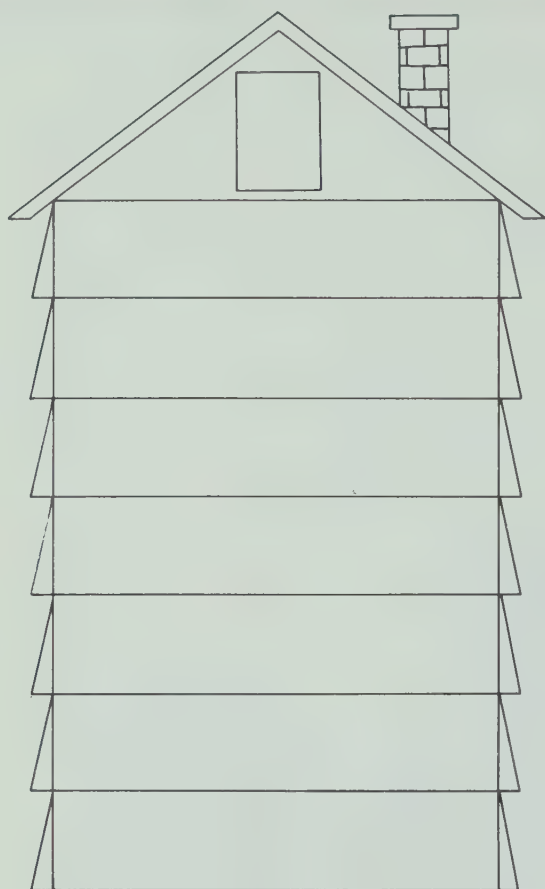
Which month has the most birthdays? _____

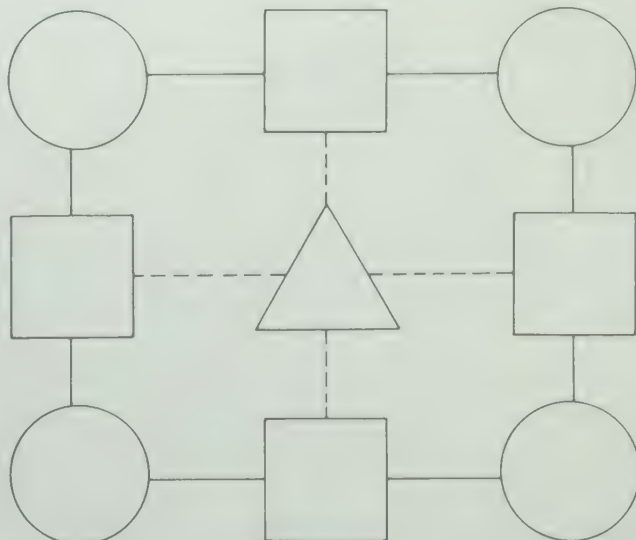
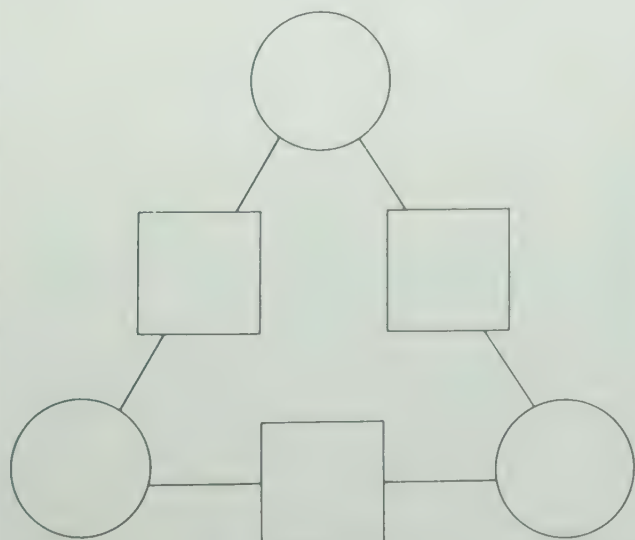
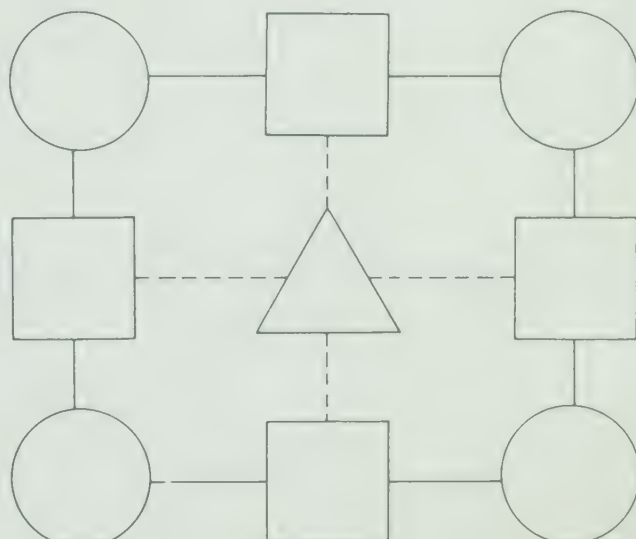
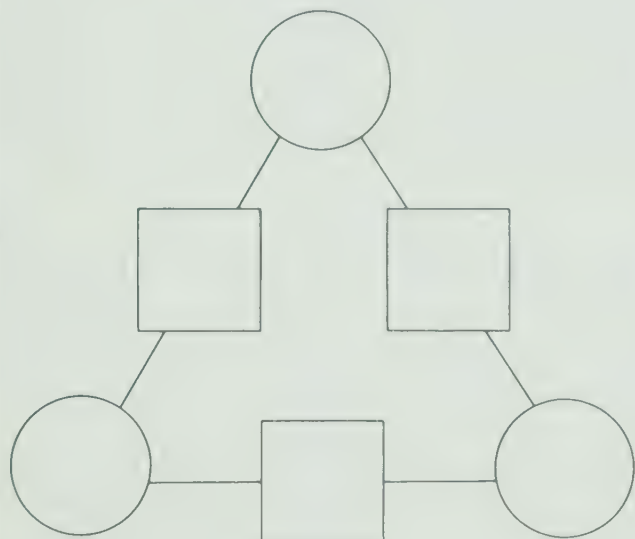
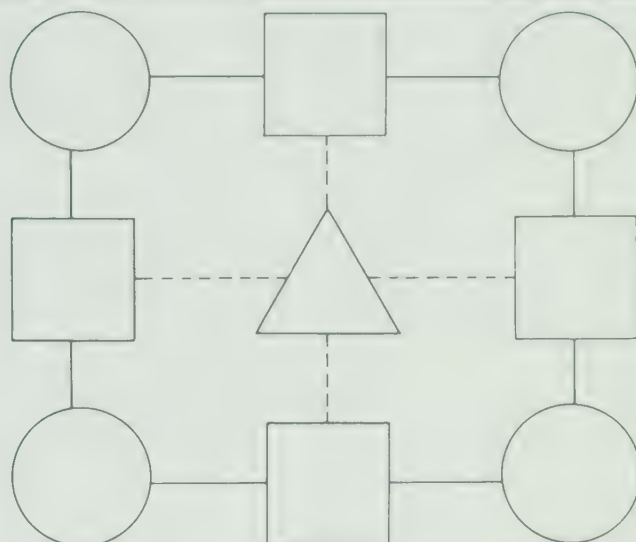
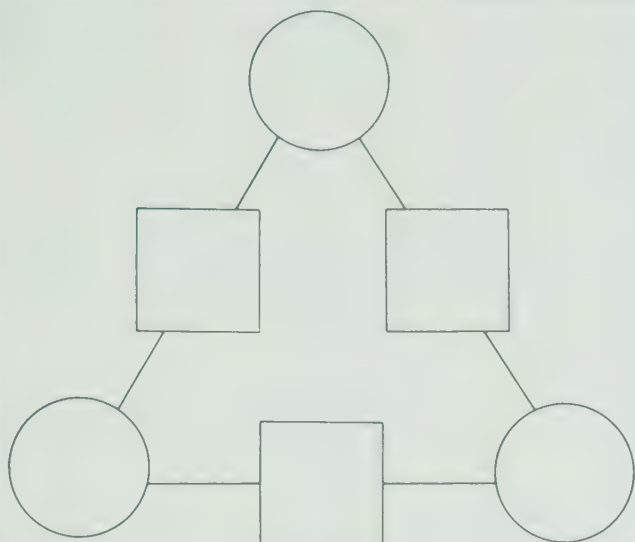
Which months have the same number of birthdays?

_____ and _____

In which month is your birthday? _____

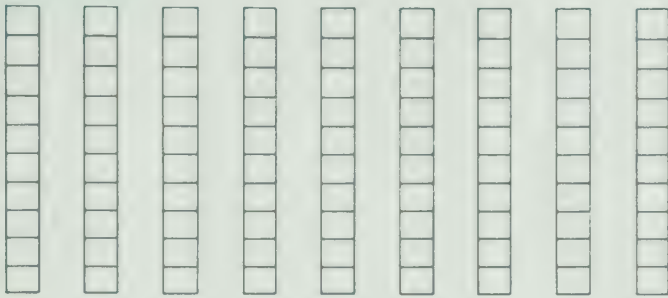






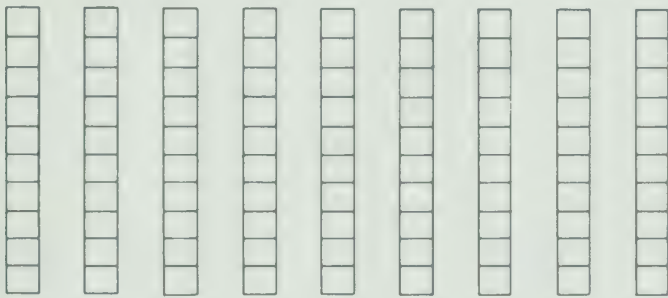
Name _____

[illegible]



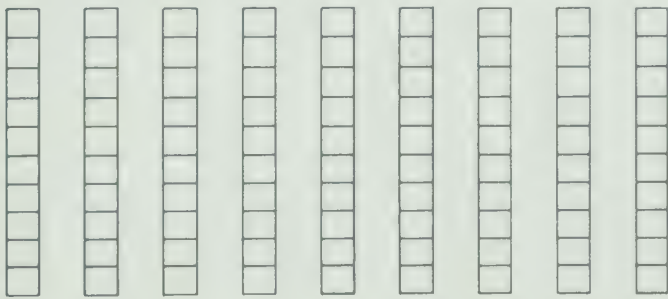
_____ tens

_____ ones



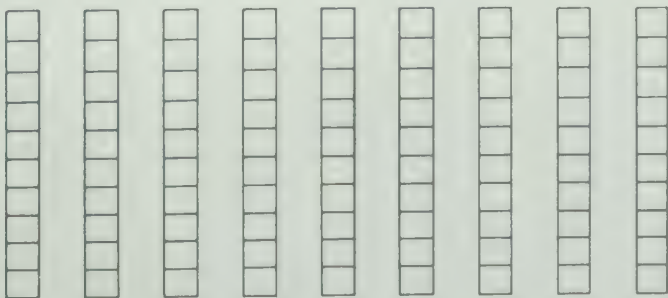
_____ tens

_____ ones



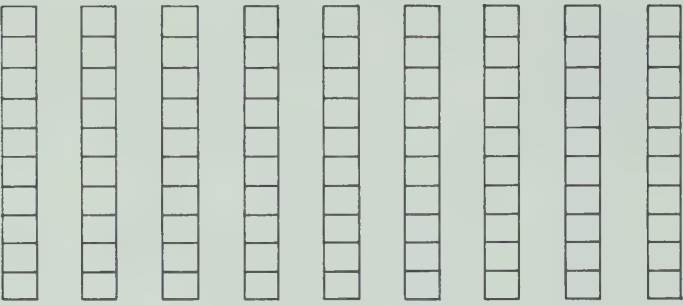
_____ tens

_____ ones

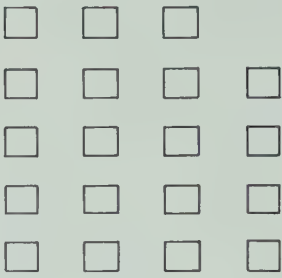


_____ tens

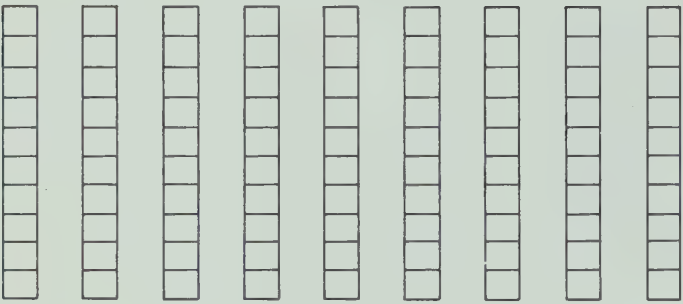
_____ ones



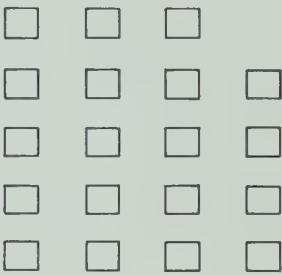
____ tens



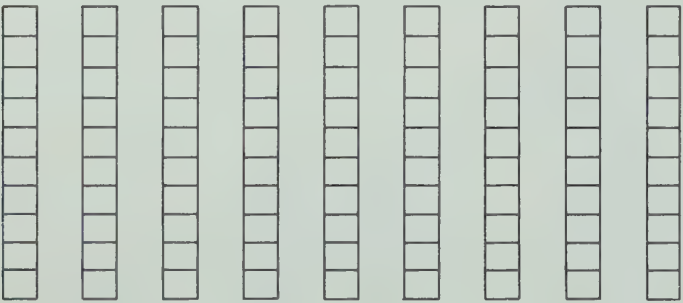
____ ones



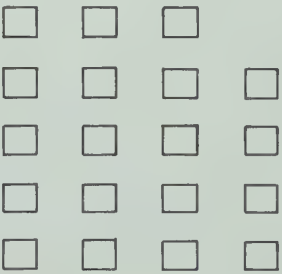
____ tens



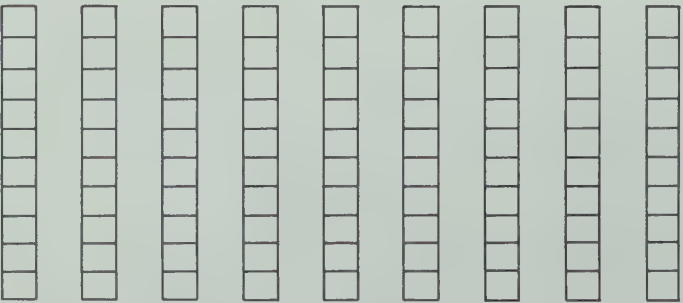
____ ones



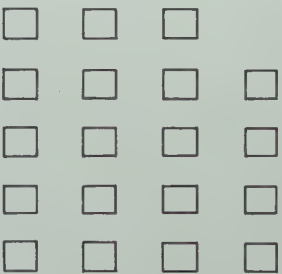
____ tens



____ ones

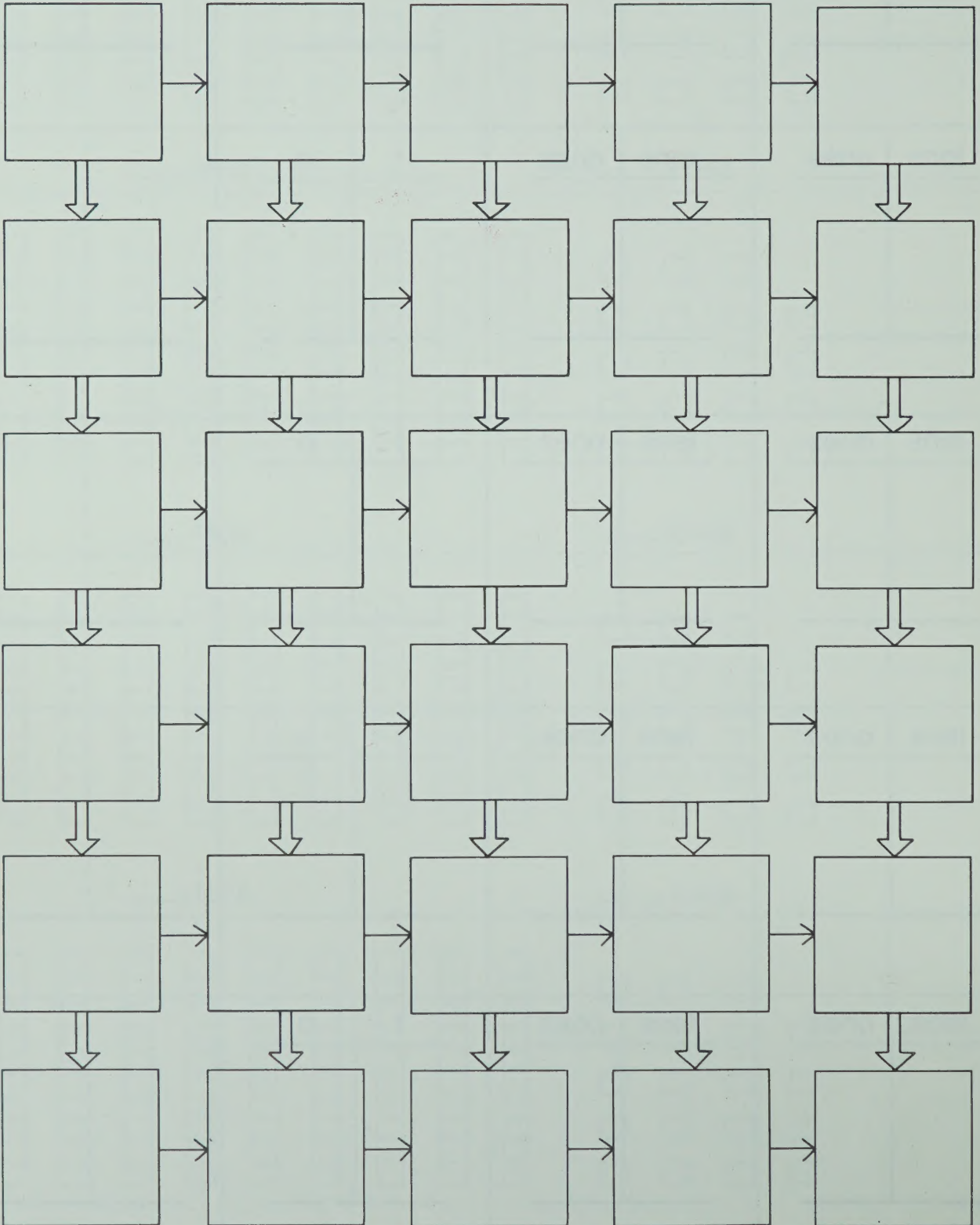
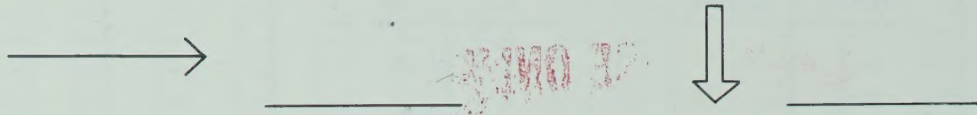


____ tens



____ ones

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